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1908/09

VOL. III. NO. 2

MAY 1, 1909

Bulletin of
Oklahoma Christian
University



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MAY 1 1909

~~Enid, Okla.~~

PRESIDENT'S OFFICE

Catalogue Number, May 1, 1909

Published Quarterly on the First Day of February, May,
August and November, By Oklahoma
Christian University

Entered at the Postoffice at Enid, Oklahoma, as Second Class Matter
under Act of Congress of July 16, 1894

CALENDAR 1909-10

JUNE								JULY								AUGUST							
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CATALOGUE AND ANNOUNCEMENTS

—OF—

Oklahoma Christian University

ENID, OKLAHOMA

—GIVING—

BOARD OF TRUSTEES, FACULTY, AND FULL ANNOUNCE-
MENTS CONCERNING THE VARIOUS COLLEGES
AND SCHOOLS OF THE UNIVERSITY

FOR THE SESSION OF 1909-10

CALENDAR

SEPTEMBER, 1909, TO JUNE, 1910

FIRST TERM

First Term Opens.....Tuesday Sept. 14, 1909
Enrollment and Classification,

Tuesday and Wednesday, Sept. 14 and 15, 1909

Convocation Sermon.....Sunday, Sept. 19, 1909

Reception for StudentsMonday, Sept. 27, 1909

Faculty RecitalFriday, Oct. 8, 1909

Thanksgiving HolidayThursday, Nov. 25, 1909

Recital, College of Oratory.....Thursday, Nov. 25, 1909

Recital, College of Music.....Monday, Dec. 13, 1909

Term Examinations..Thursday and Friday. Dec. 16 and 17, 1909

First Term Ends Friday, Dec. 17, 1909

SECOND TERM

Second Term OpensTuesday, Dec. 28, 1909

Enrollment and Classification.....Tuesday, Dec. 28, 1909

Reception for Students.....Monday, Jan. 3, 1910

Celebration of Washington's Birthday and

Oratorical Contest, Tuesday, Feb. 22, 1910

Term Examinations....Thursday and Friday. March 17, 18, 1910

Second Term Ends Friday, March 18, 1910

THIRD TERM

Third Term OpensTuesday, March 22, 1910

Enrollment and Classification....Tuesday, March 22, 1910

Students' Recital, College of Music....Monday, April 4, 1910

Final Examinations, Friday, Saturday and

Tuesday, May 27, 28 and May 31, 1910

Baccalaureate SermonSunday, May 29, 1910

Annual Concert, College of Music.....Monday, May 30, 1910

Art Reception.....Tuesday Afternoon, 2-5, May 31, 1910

Annual Entertainment, School of Oratory,

Tuesday, May 31, 1910

Faculty ReceptionWednesday, 2-5, June 1, 1910

Oratorical ContestWednesday, June 1, 1910

Commencement Exercises.....Thursday, 10 a. m., June 2, 1910

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T. R. DEAN J. M. MONROE

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C. M. JACKMAN

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J. M. MONROE T. W. BLACKMAN

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[A. B., Bethany College, '75; A. M. Ibid., '77; LL. D. Hiram College; Student at Bethany, '71-'75; Prof. in Bethany College, '75-'77; President of Kentucky Classical and Business College, '77-'84; President Garrard Female College, '84-'85; Pastor Springfield, Ill., Church of Christ, '85-'88; President Hiram College, '88-'02; President Texas Christian University '02-'06. President Oklahoma Christian University '06—]

FRANK H. MARSHALL, A. M., Ph. D. **Professor of Biblical Greek and New Testament Literature**

[B. S. Butler University, '88; A. B. Ibid., '90 A. M., Ibid., '91; Ph. D., Texas Christian University, '95; Student at Butler University, '84-'88; Graduate Student Ibid., '89-'91; Graduate Student University of Chicago, 1900; Professor Biblical Languages and Literature N. W. Christian College, '91-'96; Pastor Christian Church, Mankato, Minn., '95-'97; Missionary to Japan, '97-'99; Professor Biblical Languages and Literature, Texas Christian University, '99-'06; Professor of Biblical Greek and New Testament Literature, Oklahoma Christian University, '07—]

OLIVER L. LYON, A. M., Ph. D. **Professor of English and Philosophy**

[Ph. B., DePauw University, '94; A. M., Ibid., '95; Ph. D., Boston University, '96; graduate, Ill. State Normal, 1900; Professor of English and History in Steelville Normal School, Mo., '88-'91; Professor of Natural Sciences in Greencastle High School, Ind., '91-'95; Principal Steelville Normal School and Professor of English and History, '96-'97; Professor of Sociology and Economics, also Assistant in English, Illinois Wesleyan University, 1900-'05; Minister First Christian Church, Newman, Ill., '05-'07; Professor of English, Oklahoma Christian University, '07—]

* ————— *

Professor of Semitic Languages and Old Testament Literature

ARTHUR F. REITER, A. B. **Professor of Mathematics and Astronomy**

[Student, Ohio Northern University, '00-'04; Tri State College, '91-'99; Hiram College, '04-'05; A. B., Ibid., '05; Student, University of Chicago, '08; Teacher Public School, '91-'98; Principal, Mt. Cory, O. High School, '96-'98; Professor of English and Latin, Southern Illinois Christian College, '99-'00; Minister Bluffton, O., Church 1900-'04, '07; Minister Calhoun Street Church, Baltimore, Md., '05-'06; Professor of Mathematics and Astronomy, Oklahoma Christian University, '07—].

*To be supplied.

SAMUEL H. HORNE, A. B.**Professor of History and Economics**

[A. B., National Normal University, Ohio., '92; A. B. University of Texas, '07; Student, University of Texas, '94-'95, and for subsequent summer terms; Professor of Mathematics and Languages, McKinney College, '95-'98; Principal of McKinney High School, '98-'01; Instructor in Summer Normals; Instructor in History, Texas Christian University, '05-'06; Professor of Spanish and Instructor in History, *ibid.*, '06-'07; Professor of History and Economics, Oklahoma Christian University, '07—]

BURTON H. WOODFORD, A. M.**Professor of Modern Languages and Latin**

[A. B. Hamilton College, Clinton, N. Y., '91; A. M., *Ibid.*, '98; Classical Diploma from the Auburn Theological Seminary, Auburn, N. Y., '95; Minister, Oxford, Kansas, '95-'96; Minister, Dayton, Wyo., '96-1900; Classical Diploma from the Oswego State Normal School, Oswego, N. Y., '01; Prof. of Latin and Modern Languages, University Preparatory School, Tonkawa, Oklahoma, '02-'04; Prof. of Ancient and Modern Languages, Durant College, Durant, Oklahoma '05-'07; postgraduate work in Chicago University in '03 and '05; Prof. Modern Languages and Classical Greek, Oklahoma Christian University, '07—].

SAMUEL A. MARONEY, B. S., B. O.**Professor of Natural Sciences**

[B. S., Kansas Normal College, '92; B. O., *Ibid.*, '92; Student Grayson College, '98; University of Chicago '06-'07; Sup't. of Schools, Sweetwater, Colorado City and Forney, Texas; Professor in Oklahoma Christian University, '07—].

WILLIAM M. LE MAY, A. B.**Professor of Education**

[A. B., Oklahoma Christian University, '08; Student, Texas Christian University, '03-'07; Student, Oklahoma Christian University, '07-'08; Student, Normal Schools, several summers; Instructor, Public Schools, Oklahoma and Texas, three years; Traveler and Student of educational methods in Europe and elsewhere, '08 Educational Secretary of Oklahoma Christian University, '08-'09; Professor of Education, *Ibid.*, '09—].

MARY B. M. GIBBONS, A. M.**Librarian with Rank of Instructor**

[Student, North Middletown, Ky., '77-'81; Student of Literature, Cincinnati, O.; Student, Correspondence Course, University of Chicago, '04; Student, Chautauqua, N. Y., summer of '04; Librarian, Texas Christian University, '04-'06; Librarian, Oklahoma Christian University, '07—].

LORA W. GARRISON, A. M.**Instructor in Preparatory School; English and Mathematics**

[Graduate Northwestern Normal School, Oklahoma, '03; Student *Ibid.*, '01-'03; Student, Western School of Oratory, '05; Student, University of Chicago, '06; Student, Oklahoma Christian University, '07-'09; A. B., *Ibid.*, '08; A. M., *Ibid.*, '09—].

Principal, Pond Creek High School, '04-'05; Dep't. of English, Woods Co. High School, '05-'06; Principal, Medford High School, '06-'07; Instructor, Oklahoma Christian University, '07—].

MAUDE WAITE MARSHALL, A. B.

Instructor in Preparatory School; Natural Sciences and History

[A. B., Texas Christian University, '01; Student, Northwestern Christian College, Minnesota, '93-'95; Student, Texas Christian University, '99-'01; Teacher, Minnesota Public Schools, 7 years; Instructor, N. W. C. College, 2 years; Missionary, Tokio, Japan, '97-'99; Instructor, Oklahoma Christian University, '07—].

CHARLES M. PRATER, M. Accts. B. S.

Principal of Business College

[Graduate of Draughon Business College, Ft. Worth, Tex., '99; Graduate, Tyler Commercial School, '00; Principal, Shorthand Department, Ibid, '00-'04; Principal Chickasha Business College, '04-'08; Principal, Business College, Oklahoma Christian University, '08—].

V. OLIVE PRATER

Instructor in College of Business

[Teacher, Public Schools, four years; Student, Tyler Commercial College, '03; Graduate, Chickasha Commercial College, '04; Instructor, Shorthand and Typewriting, Ibid, '04-'05; Instructor, Business College, Oklahoma Christian University, '08—].

REIN DYKSTERHUIS

Professor of Music; Violin and Piano

[Student, Antwerp Royal Conservatory, under Prof. Marien, '90-'93; Under Prof. Hennen, and Assistant Teacher of Violin, '93-'95; Student, Brussels Conservatory, '96; twelve years' experience as instructor; First Violin Symphony Orchestra, of Cincinnati, '99-'04; Member of Marien String Quartette, of Cincinnati, '00-'04; Professor of Music in Texas Christian University, '03-'06; Professor of Music in Oklahoma Christian University, '06—].

ETHEL MAE HARRIS

Principal of the Piano Department and Teacher of Piano, Theoretical Branches and Musical History

[Graduate Wesleyan College of Music, Bloomington, Ill.; Student, Grand Prairie Seminary, Onarga, Ill.; Student Sherwood Music School, Chicago, Ill., under the noted William H. Sherwood; Student under Mr. Glen Dillard Gunn, of Chicago, Ill., Did private teaching in Mineral Point, Wisconsin, '00; Directress of Piano Department Litta Conservatory, Bloomington, Ill.; Instructor in Music, Wesleyan College of Music, Bloomington, Ill.; Principal of Piano Department, Oklahoma Christian University, '08—].

SAMUEL G. HART**Instructor in Voice**

[Graduate, Conservatory of Music, University of Wooster, Student, Ibid, '06-'09; Special Student in voice 7 years, under the instruction of Alfred Baehrens, Miss Weidlendt, Miss Shanafelt and Hutchins; Concert Soloist, two years; Instructor in voice, private school 2 years; Assistant Teacher in voice, Conservatory of Music, University of Wooster, '07-'08; Instructor in Voice, Oklahoma Christian University, '09—].

FLOSSIE SIDES CHRISTIAN, B. O.**Instructor in Oratory and Dramatic Art**

[Graduate, School of Expression; Tri State Normal, '04; Student, University of Indiana, '05-'08; Graduate, Curry School of Expression, Boston, '09; Prize winner in various contests; Eight years experience in Public Reading and instructor in Oratory; Instructor in Oklahoma Christian University, '09—].

KATE N. JACKSON**Instructor in Fine Art**

[Graduate, School of Fine Art, Texas Christian University, '07; Student, Ibid, '05-'07; Traveler and Student of Art Studios in Europe, '08; Instructor in Art, Texas Christian University, '07-'09; Instructor in Art, Oklahoma Christian University, '09—].

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 B. H. WOODFORD

Oklahoma Christian University

HISTORICAL STATEMENT

1.—ITS FOUNDERS AND ITS GENERAL CHARACTER

Oklahoma Christian University was founded by men who believe in Christian Education in the broad sense of that term. They recognized the fact that true education consists in the harmonious development of the physical, intellectual and moral natures of man. They held that body, head and heart all need cultivation and that the neglect of any one of these factors results in an unsymmetrical and faulty development. Since Christianity recognizes the whole nature of man, they believed that Christian education must necessarily be the best education. They clearly saw that if true to its conceptions it must provide for all the factors that enter into the complex being with whom our educational institutions have to deal. This does not mean, however, that it was their purpose to found a sectarian school. They recognized a broad underlying Christianity that is independent of all sectarian diversions and denominational peculiarities. They desired that the school they sought to establish should be non-sectarian in the fullest sense, consequently no denominational tests are imposed and no sectarian tenets are inculcated. The broad general aim is to offer liberal courses of instruction in a healthy Christian atmosphere. The members of the Board and of the Faculty are not limited to any one religious body, by character or by-laws. It is the aim of the promoters of the school to avoid the narrowing tendencies of sectarian bias in the general policy of the school and to exemplify the cosmopolitan spirit of the Master in the character and conduct of the school so far as it is possible to fallible human beings.

This does not mean, however, that Bible teaching is left out of the general plan of the school. On the contrary, the aim is to develop a University in the true sense of that word as rapidly as financial conditions will permit and professional and technical schools must, therefore, have a place. Several schools and colleges have already been established, and among these is a Bible College offering Courses in Biblical Languages, Bible and church history and the professional studies that belong to the education of a minister. Since The College of Arts is the basis for all forms of specialized work, because culture courses must be the foundation for all technical and professional training in any proper scheme of education, this college occupies the central place in the University around which all other schools and colleges are grouped and upon which all must depend to a greater or less extent.

2.—THE PRESSING NEED

The founders of Oklahoma Christian University were men of patriotic impulses and philanthropic purposes. They saw the need of institutions of learning, dominated by a liberal Christian spirit, in a new and rapidly developing country while the population was still in a plastic state. They recognized the fact that whatever character is stamped upon a community or a country in its infancy will be its permanent abiding character, hence they saw the need of Christian schools to mentalize as far as possible the secular spirit which is always strong in new countries into which immigration is rapidly pouring. People who break away from old associations and surroundings and move out into new places do so for the sake of bettering their material conditions and prospects, which is a laudable purpose, but they need such institutions of learning as will keep them from swinging entirely away from those higher nobler views of life that characterize the truly educated man or woman. If institutions of learning are dominated by the secular spirit, they only serve to increase the danger to which the people are exposed and which it is their true function to destroy as far as possible. An education that is purely mercenary in its motive is unworthy of the name. It will thus be seen that

the founders of Oklahoma Christian University were moved to undertake their great task by a most pressing need.

3.—PRELIMINARY STEPS

In August, 1906, E. V. Zollars, acting upon an invitation extended to him by prominent men, visited thirty leading towns of the two territories that have since become the state of Oklahoma, setting forth the great need of such a school as was contemplated and urging the necessity of immediate action. The proposition to establish a school met with enthusiastic encouragement and finally, after careful deliberation, it was unanimously decided by those who had given the matter much thought to establish a University. A board of trustees was chosen, a charter secured and E. V. Zollars was elected as the first president of the school. Eight different cities bid for the school, but Enid won the prize because of her splendid offer and because of her location being central to the vast region that the school would naturally benefit most and from which it might expect to draw a large part of its patronage and support.

4.—THE PRESENT STATUS

A deed to forty acres of ground has been delivered. Three buildings—Main Building, Fine Arts Building and Ladies' Hall, have been erected. An equipment consisting of desks, recitation seats, library, library furniture, electric clock and bell system and Chemical, Biological and Physical laboratories, has been installed at a cost of about \$15,000. For full description of these buildings see subsequent pages.

The first session closed May 31, 1908. The patronage and work of the year was most gratifying to the promoters and friends of the school. The second session is now drawing to a close and has been such as to inspire the largest hopes and kindle the greatest expectations. More than three hundred students have been enrolled, about eighteen different states being represented. The twelve schools and colleges of the University are in successful operation, the students are enthusiastic, the faculty are energetic and hopeful and the personnel of the student body is very excellent. Much high grade work in all departments is being done.

THE FIELD OF THE SCHOOLS

1. The new State of Oklahoma will necessarily be a liberal supporter of the University, both in students and money. Its people are cosmopolitan in character, wide awake, industrious, prosperous, and they set a high estimate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of several millions in the not distant future. It is truly a great state in which to plant a school.

2. Kansas, situated on the north, is a very prosperous state that is rapidly developing. Its people are noted for their intelligence, industry and enterprise. They are also a people that believe strongly in education and rejoice in the fact that Oklahoma Christian University has been planted so near the southern border of their state. Already they are sending students and they show a willingness to contribute liberally to the support of the school.

3. Arkansas is situated on the east and it will naturally be tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the great tide of immigration from the south, east and north. It is so situated that the school can be of great benefit to its people and it in turn can and doubtless will lend a helping hand in building up the school.

4. Louisiana lies to the southeast but sufficiently near to feel the influence of this great educational work and to avail herself of its advantages. It is a state that is now being rapidly developed as are all other parts of the great southwest. It needs the school and will surely become one of its most liberal supporters.

5. Colorado, lying to the west, is also a rapidly growing state of wonderful mineral resources. It is destined to become a great state in wealth and population. Oklahoma Christian University is situated so as to serve the people of Colorado in an admirable way. It needs the support of this vigorous, young state and in time will render it great assistance.

6. New Mexico and Arizona and other western states are

rapidly developing. The great irrigation work which has already accomplished such wonderful results and which is destined to have a much larger development will ultimately make the arid wastes of these once desert states blossom and bud as the rose. Oklahoma Christian University is situated so as to be of great benefit to these states whose future is so bright with promise and surely they will render no mean assistance to this great educational work.

7. Portions of other neighboring states are within easy reach of our school and some states farther away that lack educational advantages of high grade are as near to us as to any other school offering the coveted privileges. We will welcome their patronage and endeavor to make the benefit mutual.

8. The field at large is also the field of Oklahoma Christian University. In many respects, there is no better place for students to be educated than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resources. If they go from school into business life they are in the midst of splendid opportunities; if into the ministry, they are in a country where they are most needed, and which they already have come to understand.

BUILDINGS

1.—The Main Building

This is a brick structure, trimmed in stone, 96x110 feet, consisting of basement, first story, second story and a dormer story, the whole heated by steam and lighted by electricity, with modern system of ventilation, which also extends to the fine arts building. In the basement, which is 10 feet in the clear and 6 feet above grade, there are three laboratories—Chemical, Physical, Biological; three recitation rooms; a room for museum; a room for book store and business office; a room for printing office, and two toilet rooms. On the first floor is the auditorium, with a gallery on three sides, entered from second floor—seating capacity for 600 people; a library room 43x50 feet, with gallery across one end, book stacks

above and below, with a room adjoining library for public documents, magazines, etc., and with an office for librarian; the President's office; the Registrar's office; a registration room; a large recitation room and two cloak rooms. The second floor is occupied by gallery of auditorium; seven commodious recitation rooms; a cloak room; a toilet room, and two experiment rooms, to be used in connection with a recitation room as a psychological laboratory. In the dormer story three large literary society halls are provided, and three rooms for the accommodation of the Business College. There is a main hallway on first floor 20 feet wide, and a cross hallway 10 feet wide, with corresponding hallways on second floor. There are three flights of stairs from basement to dormer story, one central and one in either end. The building is imposing in its appearance and complete in all of its appointments. It faces the west, looking down Broadway, one of the main thoroughfares of the city. Nearly two miles distant on the Public Square, and looking up Broadway, stands the new Court House. Broadway is 110 feet wide and is destined to be one of the best streets of the city, but Maine on the south and Randolph on the north, and running parallel with it, will vie with it as residence streets.

2.—The Fine Arts Building

North of the main building about 35 feet distant, stands the Fine Arts building, about 35x70 feet on the ground, with a basement 9 feet in the clear and 6 feet above grade, two stories 10 feet each, and a dormer story. In this building there are rooms for teachers of music—piano, violin and voice; a room for teacher of elocution; an art studio and an art display room; a large number of practice rooms for instrumental and vocal music and elocution; a recitation room for class and ensemble work; a music library room and cloak and toilet rooms. This building will be eventually connected with the main building by a colonnade. It is built of brick and trimmed in stone and is admirably adapted to its purpose.

3.—The Ladies' Hall

This faces the south and is situated northwest from the main building about 400 feet distant, by direct line. Its dimensions on the ground floor are about 60x120 feet. There is a basement story 10 feet in the clear, and 6 feet above grade, and above this are two full stories, but no dormer story. The basement is occupied with kitchen and accompanying rooms—pantry, dish room and store room; a large dining room with a seating capacity for 150 people at table; two rooms for female servants; a laundry room; a large toilet room, and a cloak room. On the first floor there is a main hall 15 feet wide, running crosswise of the building, and a hall running lengthwise four feet wide. There are three stairways—one central and one at either end. On one side of the main hall there is a reception room and on the other side a parlor. The main hall is used as a sort of waiting room. The remainder of the first floor is finished off for ladies' rooms. All rooms are of the same size—12x15 feet—and connected with each room is a closet 2x6 feet. The second floor is occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There are four bath rooms, two on each floor; a trunk elevator and linen closets. The building has rooming capacity for between 60 and 70 people, and is so planned that its capacity can be doubled by erecting a similar building facing the opposite direction, thus making a structure 120 feet square with an open court in the center.

Between the two wings of the building in front, for a distance of 60 feet, is a double veranda, 12 feet wide, covered by the roof of the main building, thus adding greatly to the comfort of the girls. This is one of the most beautiful buildings on the grounds, a truly ideal home for young ladies.

The Purpose of the Ladies' Hall

The purpose served in the Ladies' Hall is fundamental and far-reaching. The parents who for the first time are sending their daughter from their protection necessarily feel a deep solicitude for her careful oversight and watchful protection. In giving her into the care of the educational institution she attends, they are trusting to others that which is dearer to

them than life itself. Her reception they regard as a pledge that the institution will exercise all reasonable watchfulness for the safety of their daughter, as well as for her education in the class room, and they consequently feel that they are not sending her altogether unguarded into the world. Therefore, if the home meets its great purpose, it should be a place where sympathetic care and oversight are exercised. Then only can it meet the demands of the girl, during the formative period of her character, as well as the demands of the parents and the public at large. It is the aim of those in charge to surround the girls committed to their care with good influences and as pure a moral atmosphere as they breathe in their own homes.

To the girls themselves the Ladies' Hall is the panacea for loneliness and homesickness; it supplies the social life dear to every girl's heart; it offers companionship and friendship that outlast the college years. There, also, at the service of the girls, is found a woman whose experience as student and teacher fits her to understand and to meet with ready sympathy, tact and advice the difficulties of girlhood; and who at the same time maintains a high ideal of womanhood which every girl should admire and emulate.

THE SCOPE OF THE WORK

1. The Term University

The use of the term University is justified: First, because of the number of schools and colleges that are now in operation, a description of which appears below. Second, because of the purpose to establish professional schools as soon as the financial condition will permit. Third, because the popular and lexical use of the term justifies us in applying it to our school.

2. General Education

A liberal culture ought to lie at the basis of all forms of specialized work. It is our aim, therefore, to offer strong culture courses such as afford the mental development and discipline necessary to successful specialization.

3.—Elementary Professional Studies

The leading universities of our country have at last recognized the fact that professional studies of an elementary character may very profitably enter into the culture courses, and consequently the first year in law, medicine, and even in theology, is allowed to count on the work required for a literary degree, in some of the best colleges and universities. This policy recognizes the distinct cultural value of professional study, gives a practical turn to the students' college course, predisposes him toward the specialization necessary to his chosen profession, and is a saving of at least one year's time to the person who completes both the culture and professional courses.

4.—Special Schools and Colleges

In the special lines of music, art, oratory, normal work and commercial study, strong courses are offered, based upon such general preparation as is necessary to good work in the various special lines and to success in active life.

SUMMARY OF THE VARIOUS COLLEGES

1.—The Preparatory School

This school offers the work usually covered by the best schools of the country and about one year of the grammar school work. Many people feel that the high school work can be done better in the preparatory department of a college or university, inasmuch as the student's preparatory course can be better adjusted to the college work that is to follow, and often at a saving of a year's time in the total school period. Furthermore, there are many young people in this state, and even in the older states, who are so situated that they do not enjoy the advantages of first-class high schools. To accommodate this large class of young persons, a preparatory school is a necessity.

2.—The College of Liberal Arts

This college is the basis of all forms of specialized or professional work. Here the culture courses are provided. These may be somewhat varied in character, differentiated by

the major line of work that the student may elect to take up, such, for instance, as mathematics, classical languages, modern languages, natural science or history.

3.—The College of the Bible

In this college will be offered strong lines of work in biblical languages, bible history, biblical literature, homiletics, hermeneutics, pastoral theology, Christian evidences and biblical criticism. This work will be based on a broad literary preparation. About one-half of the work of the four college years is literary and the other half biblical. A post-graduate year is also offered.

4.—School for Church Workers

In these days an ever-increasing number of persons are making preparation for church work in various forms. Pastoral helpers, evangelistic singers, and Sunday school teachers are making special preparation for their work. Courses adapted to the wants of this important class of students are provided.

5.—The College of Music

The college of music offers comprehensive courses in piano, violin, voice, musical history, harmony, theory, and in short, all the branches that enter into a liberal musical education. A course in evangelistic and church music is offered, which is of special value to those preparing for the ministry and for other forms of church work. Instruction in sight singing is also given, which is valuable to the class of persons just mentioned and to young people preparing for teaching in the public schools.

6.—The College of Business

In this school comprehensive lines of work in book-keeping, stenography, typewriting and penmanship are offered. In short, instruction is given in all the branches taught in the best business colleges.

7.—The School of Oratory

In the school of oratory instruction is offered in the art of reading, public speaking, and in the branches that bear directly upon this important work. Both individual and class lessons are given. The work is valuable to all classes of students and especially to those looking forward to the ministry or to the legal profession—in short, to all who expect to become public speakers.

8.—The School of Fine Arts

This school offers instruction in drawing, sketching, painting from nature, and decorative art in all forms. Modeling and sketching from nature, will receive special attention. In all the best public schools of the country, drawing is now made a part of the required work. In the German schools this work has long occupied a prominent place. We will offer a comprehensive course in preparatory art, which ought to enter into every student's course and it will be especially valuable to those preparing for the teacher's profession.

9.—Correspondence School

It is our purpose to establish a correspondence school. Much of the work of the various courses will be offered by correspondence. Our purpose in offering this work is: first, to assist those who are denied the privilege of resident collegiate work in making a larger preparation for the work of life; second, to help those who wish to pursue systematic lines of work while engaged in business avocations, but who look forward to resident college work as soon as circumstances will permit; third, to enable those who are compelled to drop out of school temporarily to keep in touch with their college work and make some progress toward the goal of their ambition.

10.—Courses for Public School Teachers

Persons preparing to teach in the public schools can get any line of work that they may desire. All the common branches are taught, together with the theory and practice of teaching, elementary psychology, English and American

literature, and a course in natural science. On another page will be found a full statement of the work available for teachers. It is sufficient to say here that persons desiring to prepare for public school teaching can get all the branches that properly belong to a high grade teachers course and at the same time enjoy the advantages of a University atmosphere.

11.—The Graduate School

We offer a graduate course of one year leading to the degree of A. M. All graduates, whether from the literary or ministerial courses, will find this to be a most valuable year of work. Some remain to take this work; and some, after they have been out of college a few years, will return to enlarge their preparation by further study. An additional post-graduate year will be offered as soon as circumstances will permit.

12.—A Training Course for Nurses

In connection with the University Hospital a course for training of nurses is offered. It is really the beginning of the work in the medical college that we expect soon to inaugurate.

Special Courses

Special courses in great variety are offered. The wishes of almost any student can be met. Those who do not wish to take any of the regular courses can arrange for special courses, long or short as they may desire. Do not hesitate to come if you do not see outlined just what you want. We will arrange a course to suit you.

THE EQUIPMENT

It is the policy of the board to supply the school with modern, up-to-date equipment. While buildings and equipment cannot make a school, yet it cannot be denied that they constitute a very important factor and our board are fully alive to that fact. This is preeminently the day of the library and laboratory in nearly all grades of instruction. Modern methods of teaching make much use of these agencies. An extensive equipment has been installed.

1.—The Library

A good working library has become an indispensable part of the equipment of high-grade schools. Students are sent to the library to make much of their preparation for class-room work even in the high school and the preparatory schools of colleges and universities, and in the higher grades of instruction the library is indispensable. We have installed a good working library. We have placed nearly fifteen hundred volumes of well selected books on our shelves as a start for a library and we expect to add several hundred volumes each year for several years.

The development of library science during the last few years has made it very evident that a library in the true sense is not merely a certain number of books. The modern library movement seeks to increase by every possible means the usefulness and accessibility of books. Five thousand well-chosen volumes classified, catalogued and accessioned, according to modern methods, may better deserve the name of library than five times the number carelessly or erratically arranged. Practically all libraries today have card catalogues and shelf lists. Catalogueing has become a science. It is the purpose of Oklahoma Christian University to enter thoroughly into the spirit of this modern movement. The library has been accessioned, classified, and is being catalogued according to the "Dewey System;" this, together with indexes, reference books, reading rooms, etc., makes the library a very valuable factor in the University.

2.—The Laboratories

The Board of Trustees recognize fully the value of laboratories and their absolute necessity to a school that aspires to be abreast of the times in its method of instruction. The laboratory method is now employed in almost every department of study and investigation. Recognizing this fact, we are providing room for four laboratories—chemical, philosophical, biological and physical. We will expend several thousand dollars in the equipment of these laboratories. A considerable sum has already been expended, and, as a matter of course, we will add to this equipment year by year.

3.—General Appliances

We have also spent a considerable amount of money in general school appliances, such as desks, tables, tablet, arm chairs, blackboards, maps, charts, globes and scientific apparatus. About fifteen thousand dollars has already been invested in equipment, and double this amount will be expended in the near future.

College
of
Liberal Arts

College of Liberal Arts

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President,
Professor of Apologetics and Christian Doctrine.

FRANK H. MARSHALL, A. M., Ph. D.,
Professor of Biblical Greek and New Testament Literature.

OLIVER L. LYONS, A. M., Ph. D.,
Professor of English and Philosophy.

*

Professor of Semitic Languages and Literature.

SAMUEL H. HORNE, A. B.,
Professor of History and Economics.

ALFRED F. REITER, A. B.,
Professor of Mathematics and Astronomy.

SAMUEL S. MARONEY, B. S.,
Professor of Natural Sciences.

BURTON H. WOODFORD, A. M.,
Professor of Modern Languages and Latin.

WILLIAM M. LE MAY, A. B.,
Professor of Education.

* Place to be filled.

COLLEGE OF LIBERAL ARTS

Its Aims and Purposes

This is the central college of the University. Its work is fundamental to that of all the other colleges and departments and enters more or less into the work of all. The great aim of this college is education in its broadest sense. The discipline and culture of the students are the ends sought. Specialization is the idea that enters into the work of the other colleges, but this, in the very nature of the case, must be with greatest profit. Students are urged to take as much of this work as possible as a basis for the work of any one of the other colleges. The complete college course should be taken if it can be done.

Rank of the College of Arts

The entrance requirements and requirements for graduation have been made equal to those of the state universities in the surrounding states, and, so far as is practicable, uniform with them.

ENTRANCE REQUIREMENTS

No student will be admitted to the college proper until he has furnished satisfactory evidence that he has adequate preparation. To enter the freshman year he must have done approximately the work laid out in our Preparatory School, or its equivalent. In the absence of certificates from schools of acknowledged standing, or other reliable information, applicants for entrance must take examinations.

Required of All Students—15 Units

1. English3 units.
This must include (a) Academic Grammar and Composition, 1 unit; (b) Elementary Rhetoric, 1 unit; American and English Literature, 1 unit; Uniform college entrance requirements recommended.
2. Mathematics2½ units.
Including (a) Algebra, 1½ unit; Geometry, 1 unit. For ½ unit in Algebra may be substituted Solid Geometry or High School Arithmetic.

3. **Foreign Language**2 units
 These units must be offered in one language. They may be offered in Latin, Greek, German, French or Spanish.
4. **Physics**1 unit.
 Laboratory work is urgently recommended.
5. **History**1 unit
6. **Electives**5½ units.
 These electives are chosen from the usual subjects taught in good high schools.
- Total**15 units.

Definition of Unit

One unit represents the completion of a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. 15 units represent the work done during four years' study in a first-class high school, the student taking about four subjects each year. All the units offered for entrance must represent work done **above** the eighth grade of the public schools.

Note 1—Students for the ministry who take five years of New Testament Greek and Hebrew in the College are permitted to offer electives instead of the 2 units in Foreign Language.

Note 2—Students lacking a limited number of units may enter the freshman year of the College, conditioned on making up the deficit.

Graduates of Approved High Schools

Students with diplomas from first-class high schools are admitted to the freshman year of the College of Arts, unconditionally.

The Curriculum of the College of Liberal Arts

The spirit of the Institution is thoroughly modern, and its purpose is to pursue, as far as practicable, the methods of the best universities. The degree "Bachelor of Arts," is given to all students completing the studies outlined below:

In arranging the lines of study, it is intended to suit the bent of mind of individual students. It is believed that the secret of greatest good to the student can be found only when he is approached with proper respect and provision for his individuality. With this thought dominant, the elective system is used instead of the arbitrary curricula of earlier days. Enough work is prescribed to insure a thorough and disciplinary line of study, at the same time measurably meeting the demands of various tastes and aptitudes, and avoiding all undesirable rigidity. Beyond this, the student is permitted, under the advice of the professor in charge, to select for himself the studies he desires to pursue.

WORK REQUIRED FOR THE DEGREE, BACHELOR OF ARTS

I.—Required of All Students

- (a). **English.**—Advanced Rhetoric and English Literature—One year.
- (b). **Psychology and Logic.**—One year.
- (c). **Apologetics and Ethics or Biblical Literature.**—One year.

II.—Major Study

Each student must choose a Major Study, selected from the following: Latin, 3 years; Greek (classical and Biblical, 3 years; Hebrew, 3 years; German, 3 years; Romance Languages, 4 years; English, 3 years; Natural Sciences, 3 years; Mathematics, 3 years; History and Economics, 4 years.

III.—Minor Study

Each student must pursue a Minor Study, selected by the committee of the faculty. The Minor Study must continue at least two years, and in some cases three, depending largely upon the nature and grade of work done on the Major Study.

IV.—Thesis

Each student must select, during the first month of his senior year, the theme for his Thesis. The selection must

be approved by his Major Professor, and the work done under his direction.

V.—Electives

In addition to the work prescribed above each student must elect work from the various departments, sufficient to make a total of at least 192 credits. (Four credits will be given for the thesis.)

Note: The student is permitted to elect 30 credits from the Special Departments, if he has elected none for his entrance requirements. In the latter case, he may elect 18 such credits for his college requirements.

Definition of College Credit

A College credit represents one full hour period of recitation for one term. A student reciting 16 hours per week for one year would receive 48 credits; for four years, 192 credits.

WORK REQUIRED FOR THE DEGREE OF MASTER OF ARTS

I. The student, having previously received the Bachelor's degree from this or some other institution of equal rank, must be enrolled as a resident student and pursue his work under the personal direction of the committee on graduate work.

II. He must do work amounting to at least 32 credits. Most of his studies may be chosen as free electives from the junior and senior studies of the undergraduate college, none below these years. The remainder of this work may be special, under the oversight of a professor to be appointed by the committee.

III. The candidate must prepare a Thesis of merit, representing considerable research, the Thesis to be prepared under the direction of the professor appointed by the committee.

Courses of Instruction

DEPARTMENT A.—ENGLISH

Professor Lyon

The aim of this department is: (1) to develop logical thinking and the ability to express thought in clear, strong and graceful language; (2) to trace the origin and development of the English Language and Literature to the present time; (3) to broaden and deepen life by contact with both the ideal and real life of the race; (4) to appreciate the true, the beautiful and the good in the masterpieces of English and American Literature; (5) to learn the constructive principles of both form and content in Literature; (6) to cultivate a genuine interest in the subject which will ripen into more extensive research and be perennial.

Special students in English should, as far as possible, take studies closely correlated with it; for example, Sociology, History, Classic and Modern Languages and some branches of Philosophy.

1. **Rhetoric.**—Since the ability to say just the right thing in the right way is the most practical result of education, the art of composition will receive more emphasis than the science of Rhetoric.

Frequent Themes.—Special attention given to Narration, Description, Exposition, Argumentation, Style, Diction and Figures of Speech. Critical reading of selected American Prose.

Prerequisite.—Preparatory English. (Fall term, 4 hrs.)

2. **Rhetoric.**—Course 1, continued with English Prose.
(Winter term, 4 hrs.)

3. **Rhetoric.**—Course 2, continued English Poetry.
(Spring term, 4 hrs.)

4. **American Literature.**—This course is devoted to the works of the best American poets and prose writers. Relation of American to English Literature, Themes and extensive reading required. (Fall term, 5 hrs.)

5. **English Literature to 1789.**—The origin and development of the English language and Literature with causes affecting the changes, as reflected in Caedmon, Wycliff, Chaucer, Spencer, Bacon, Shakespeare, Milton, Dryden, Pope, Addison, Gray, Cowper and Goldsmith. Many masterpieces studied both in and out of class. Written reports. (Winter term, 5 hrs.)

6. **British Poets of the 19th Century.**—Page's excellent work is used. Critical analysis of poems. Collateral reading. Written reports required. (Spring term, 4 hrs.)

7. **Shakespeare.**—Critical study of a number of plays, including "Hamlet," "Merchant of Venice," "Julius Caesar," "Macbeth." Some attention to the origin and development of the drama. Outside reading and critical papers on the plays. (Fall term, 4 hrs.)

8. **Shakespeare and Milton.**—A continuation of Course 7. Othello and King Lear, the chief plays carefully studied. A critical study of Milton's chief poems. (Winter term, 4 hrs.)

9. **Tennyson and Browning.**—Critical study of selected poems of each author to reflect his ideals, characteristics and philosophy of life. The relation of the authors to the life and literature of the Victorian Period. (Fall term, 4 hrs.)

10. **Literary Criticism.**—The aim is: (1) to see clearly why writings take rank and are admired; (2) to cultivate a taste for the best Literature, Original Critiques on Standard Works. A study in constructive principles of Literature. (Winter term, 4 hrs.)

11. **English Seminary.**—A course in research work. Such literary problems studied as the origin and development of the novel, the drama, the epic, the essay, the elegy, romanticism. Papers read before the class for critical discussion. Open to advanced students only. (Spring term, 4 hrs.)

DEPARTMENT B.—LATIN AND GREEK

Professor Woodford

I.—LATIN

The power to interpret Latin accurately and rapidly and to appreciate its masterpieces as literature is properly the first aim in the study of the language; at least, the teaching which is directed toward this end is best calculated to secure the many-sided training which comes from the study.

The department aims to train the student to read Latin with intelligence and appreciation. Pre-requisites for such reading are a genuine feeling for the inflectional forms and an accurate knowledge of the principles of syntax. The work also aims to cultivate the power of sympathetic translation, which is unsurpassed as a training in the power of interpretation and expression. It is one of the best means of giving flexibility to the student's language and chastening his diction.

Such attention will be given to the history, literature and antiquities and the social life and customs of the Romans as time will permit, and as may be necessary for an appreciation of the selections read.

1. **Livy.**—Books 21-22—Lord. Smith's **Rome and Carthage.** (Fall term, 4 hrs.)
2. **Horace.**—Odes and Epodes—Smith. Cicero: **De Senectute** or **De Amicitia**—Bennett. (Winter term, 4 hrs.)
3. **Plautus.**—Terence or Seneca: two plays. Lectures on the Roman Drama. (Spring term, 4 hrs.)
4. **Tacitus.**—Agricola and Germania. Pliny the Younger; selected letters—Wescott. **Capes' Early Empire.** (Fall term, 4 hrs.)
5. **Lucretius.**—De Rerum Natura. Books 1, 3, 5,—Kelsey. Epicureanism. (Winter term, 4 hrs.)
6. **Cicero.**—Tusculian Disputations. The New Academy. (Spring term, 4 hrs.)
7. **Seneca.**—Moral Essays. Stoicism. (Fall term, 3 hrs.)

8. **Plautus.**—*Mostellaria*, *Rudens*, *Maenaechmi*. Special topics in etymology and the drama. (Winter term, 3 hrs.)

9. **Catullus.**—Merrill. *Tibullus* and *Propertius*; selections—Ramsey. Junior or Senior year. (Spring term, 3 hrs.)

10. **Livy.**—Books 5-7—Cluer and Matheson. Junior or Senior year; Elective, open to all who have completed 1-3. (Fall term, 3 hrs.)

11. **Tacitus.**—*History* or *Annals*. Junior or Senior year; Elective, open to all who have completed 1-3. (Winter term, 3 hrs.)

II.—GREEK

1 and 2. **Greek Lessons.**—White's *First Greek Book* or Ball's *Elements of Greek*. (First and Second terms, 4 hrs.)

3. **Greek Lessons.**—White's *First Greek Book*, or Ball's *Elements* completed. Gleason's *Gate to the Anabasis*. (Third term, 4 hrs.)

4 and 5. **Xenophon's Anabasis** Books 1-4.—Goodwin's *Greek Grammar* Xenophon's *Hellenica*, selections Books I-III. *Greek Prose Composition*, Hogue's *Irregular Verbs of Attic Prose*. (First and Second terms, 4 hrs.)

6. **Homer's Iliad** Books I-IV.—Gladstone's *Landmarks of Homeric study*. (Third term, 4 hrs.)

7 and 8. *Herodotus*, *Orations of Lysias*, *Demosthenes' Phillipics* and *Olynthiacs*, *Plato's Apology* and *Crito*, *Jebb's Primer of Greek Literature*. (First and Second terms, 3hrs.)

9. *Select Idyls of Theocritus*, *Sophocles Antigone*. (Third term, 3 hrs.)

The Greek language will be studied as an exact language, or as the only language perfect in syntax. The student will be introduced to the philosophy of all inflected tongues.

DEPARTMENT C.—MATHEMATICS AND ASTRONOMY

Professor Reiter

No subject is of greater educational value in developing exact reasoning; although it, especially the higher branches,

is only theoretically exact. But it is in this very approximation of the truth that the finite mind realizes its limitations as it attempts to grasp the thought of the infinite. Herein is its moral quality: While its intellectual value consists in its demand for long continued intense application of a concentrated mind; and its demand for logical reasoning, and concise, accurate statement.

1. **College Algebra.**—Quadratic equations, surds, imaginaries, binomial theorem for positive and negative exponents; arithmetical, geometrical and harmonic series; logarithms, and the construction of logarithmic tables; permutations, combinations, chance, determinants, and the elementary theory of equations.

Text, Wentworth's College Algebra. (Spring term, 5 hrs.)

2. **Plane Trigonometry.**—The theory of the trigonometric functions and their application to the solution of right and oblique triangles, and the solution of a large number of practical problems.

Text, Phillips and Strong's Elements of Trigonometry. (Winter term, 5 hrs.)

3. **Spherical Trigonometry.**—The solution of trigonometric equations, and the theory and solution of spherical triangles with many practice examples.

Text, Phillips and Strong. (Spring term, 5 hrs.)

4. **Surveying.**—The adjustment, care and use of compass, level and transit. Field practice will be given in measurements in chain and tape, profile leveling, overcoming obstacles, field surveys, stadia work, etc. Neat notes must be presented by each student of all his practice work.

Text, Pence and Ketchum's Manual of Surveying.

(Fall term, 5 hours class and 5 hours field practice.)

5. **Plane Analytic Geometry.**—The properties of the straight line, the circle, the parabola, with considerable attention given to the solution of problems and making graphical plots.

Text, Wentworth.

(Fall term, 5 hours.)

6. Plane Analytic Geometry.—Conic Sections.—The properties of the conic sections, the general theory of curves of the second degree, higher plane curves, with problems and graphic solutions.

Text, Wentworth.

(Winter term, 5 hrs.)

7. Solid Analytic Geometry.—A treatment of the point, plane, straight line, plane and surfaces of revolution, with problems and graphic solutions.

Text, Wentworth, supplemented by other texts.

(Spring term, 5 hrs.)

8. Differential Calculus.—(a) Development and application of the fundamental principles and formulae, series, indeterminate forms, and maxima and minima.

Text, Osborn's Differential and Integral Calculus.

(Fall term, 5 hrs.)

9. Differential Calculus.—(b) A treatment of curves for reference, curves and curvature, contest, envelopes, and an introduction to integration.

Text, Osborne.

(Winter term, 5 hrs.)

10. Integral Calculus.—Integration, definite integrals, application to lengths, areas, volumes, and laws of Physics.

Text, Osborne, supplemented by other texts.

(Spring term, 5 hrs.)

11. General Astronomy.—(a) An advanced course, considering astronomical instruments, and the earth, moon and sun, and celestial mechanics. A working knowledge of plane and spherical trigonometry is required.

Text, Young's Manual, or General Astronomy.

(Winter term, 5 hrs.)

12. General Astronomy.—(b) A continuation of the previous course, treating of planets, stars, comets, and nebulae.

Text, Young's Manual, or General Astronomy.

(Spring term, 5 hrs.)

DEPARTMENT D.—NATURAL SCIENCES

Professor Maroney

LABORATORIES

Physical.—The physical laboratory is located in a large well-lighted room on the first floor of the main building; and is fully equipped with tools for shop work, and apparatus for lecture demonstration and for individual experimentation. The apparatus is of the latest improved type of native and foreign manufacture and such as is used in the best laboratories in studying matter, mechanics, pneumatics, sound, heat, light, magnetism and electricity.

Chemical.—The chemical laboratory is also on the first floor of the main building, and is now provided with individual desks, sinks, lockers, and reagents to accommodate twenty-eight students working simultaneously, and room to accommodate nearly three times this number. The chemical store-room adjoins the laboratory and has a liberal supply of chemicals, laboratory glass ware, watch-glasses, mortars, graduates, urinometer, spatula, high speed centrifugal, etc.

Biological.—The biological laboratory adjoins the physical and chemical laboratory and is also used for physiology. It is provided with low power magnifiers, dissecting microscopes, compound microscopes, dissecting sets, anaesthetics, improved college bench projection lantern and slides, human skeleton, Piltz life size manikin, and a complete set of 28 anatomical models.

Geological.—The geological laboratory is confessedly still in its infancy, although there is already a classified collection of over one hundred specimens, and a few relief maps. This collection is, however, supplemented by a collection of plates and a projection lantern.

1. **General Inorganic Chemistry.**—I. This is a study in the general principles of the science, and the acid-forming elements, and consists of lectures and recitations, accom-

panied with class demonstrations and individual laboratory practice. Full notes on all laboratory work must be presented by each student. Stress will be laid upon the formation of correct habits of observation and the proper use of the laboratory and its apparatus.

Text, Remsen's Chemistry.

(Fall term, 4 hrs. class and 6 hrs. laboratory.)

2. **General Inorganic Chemistry.—II.** A continuation of the previous course taking up the base-forming elements with an introduction to qualitative analysis.

Text, Remsen's Chemistry.

(Winter term, 3 hrs. class and 7 hrs. laboratory.)

3. **Qualitative Chemistry.—A** brief course in organic chemistry. Tests for bases and acids. Class room drill in writing chemical reactions and the solution of chemical problems, supplemented by laboratory exercises. Analysis of unknown substances.

(Spring term, 2 hrs. class and 8 hrs. laboratory.)

4. **General Physics.—I. Mechanics and Sound.—**This is the first part of a year's course in general physics in which the aim is to lay a broad foundation for further physical research or to furnish a fund of physical information suited to the needs of a liberal education. This course will demand a high grade of laboratory work in addition to recitations and quizzes, and the solution of numerous problems. An elementary course in physics and trigonometry are prerequisites to this course.

Text, Carhart's University Physics.

(Fall term, 5 hrs. class and 5 hrs. laboratory.)

5. **General Physics.—II. Light and Heat.—**A continuation of the previous course.

Text, Carhart's University Physics.

(Winter term, 5 hrs. class and 5 hrs. laboratory.)

6. **General Physics.—III. Magnetism and Electricity.—**A continuation of the previous course.

Text, Carhart's University Physics.

(Spring term, 5 hrs. class and 5 hrs. laboratory.)

7. **General Biology.—**An introductory course dealing with

subjects of a general character such as: Classification of biological sciences; simplest animals, multiplication, function and structure, life cycles, adaptation, variations, distinction, habit, etc. The class room work will be supplemented by laboratory practice in dissection, mounting and the use and care of the microscope.

Text, "Jordan, Kellogg and Heath," or "Sidgwick and Wilson."
(Fall term, 4 hrs.)

8. **General Zoology.—I. Invertebrates.**—A study of the principal groups of Invertebrates, considering their anatomy, life history, relationships, habits, economics, importance, distribution in space and time. The laboratory will be freely used in the study of the more important types.

Text, "Kellogg," "Packard," "Comstock."

(Winter term, 4 hrs.)

9. **General Zoology.—II. Vertebrates.**—A continuation of the previous course discussing in some detail the main groups of vertebrates with reference to the following topics: Histology, morphology, classification, zoogeography. Each student will be expected to keep a note book of his laboratory work and to make microscopical mountings throughout the year.

Text, "Kellogg," "Packard."

(Spring term, 4 hrs.)

10. **Botany.—I. Physiological and Structural.**—An elementary presentation of the general principles of the anatomy, morphology, physiology, and ecology of the living plant. At first the course will be largely a text-book course, but after the first month it will become more and more a laboratory course, studying the growth, reproduction, and germination of numerous plants.

(Winter term, 3 hrs. class and 5 hrs. laboratory.)

11. **Botany.—II. Structural and Systematic.**—A study of types of the more important plant groups, and the principles of classification. Most of the time will be occupied in field and laboratory work in the collection and preservation of the local flora.

(Spring term, 1 hr. class and 9 hrs. field and laboratory.)

12. **Dynamical Geology.—I.** This course includes a dis-

cussion of the principles of geology, and the operation of the atmospheric, aqueous, igneous and organic agencies which have given the earth its present surface features. The classroom work will be supplemented as far as possible with field excursions and museum work, the plan being to place the student in direct contact with geological problems and bring to his notice the more common physical phenomena.

Text, LeConte's Elements of Geology. (Fall term, 4 hrs.)

13. Structural Geology.—II. A discussion of the earth's architecture including sedimentary, igneous, and metamorphic rocks; folding and dislocation of strata, and denudation or erosion. A continuation of the previous course.

Text, LeConte's Elements of Geology. (Winter term, 4 hrs.)

14. Historical Geology.—III. The history of the succession and distribution of the earth's crust as recorded by fossils which characterize each successive layer of the earth's crust. A continuation of the previous courses. Attention will be given to the growth of the North American continent.

Text, LeConte's Elements, Dana's Manual, et. al.

(Spring term, 4 hrs.)

15. Physiology.—The basis of this course is Martin's Human Body, advanced. Collateral readings, lectures and demonstrations, use of skeleton models, charts, microscopical and lantern slides, and dissections supplement the text. Individual laboratory work is required. The course enables to teach in high schools.

(Fall term, 3 hrs. class, 1 hr. laboratory.)

DEPARTMENT E.—HISTORY AND POLITICAL SCIENCE

Professor Horne

This department includes (1) European History; (2) American History; (3) Church History; (4) Political Science.

All courses are counted toward the A. B. degree. A text-book will be used as a guide, supplemented by in-

formal lectures, collateral reading, written and oral reports by the students, preparation of maps, quizzes, etc.

Students who expect to devote special attention to Greek or Latin are advised to take History 1, 2 and 3.

1. **History of Greece.**—To the rise of Macedonian Power.
Text, Oman. (Fall term, 4 hrs.)

2 and 3. **History of Rome.**—To the fall of the Empire in the west.
Text, Pelham. (Winter and Spring terms, 4 hrs.)

4, 5 and 6. **History of the Middle Ages.**—This course embraces the period from the Fall of the Western Empire to the close of the fifteenth century.

Special attention given to Feudalism, the Papacy and the Empire, the growth of cities and institutions, the Renaissance, etc.

Text. Thatcher & Schwill.

(Fall, Winter and Spring terms, 4 hrs.)

7, 8 and 9. **History of Modern Europe.**—The Reformation, the French Revolution, the growth of Democracy, etc.

(Fall, Winter and Spring terms, 4 hrs.)

10, 11 and 12. **History of England.**—Special attention to the development of the English Constitution, but not losing sight of the enfolding life and varied institutions of the English people.

Text, Terry. (Fall, Winter and Spring terms, 4 hrs.)

13, 14 and 15. **History of the United States.**—Emphasis is placed on the political phase of the subject, the development of the Constitution and the larger questions which have engrossed the political parties.

Text, Channing. (Fall, Winter and Spring terms, 4 hrs.)

(Not offered 1909-10.)

16. **Economics.**—This course will aim to investigate the nature of Political Economy, together with the laws and principles underlying the production of wealth, etc.

(Fall term, 4 hrs.)

(Not offered 1909-10.)

17 and 18. **Political Science.**—The aim in this course is to study the nature and origin of government, the inter-relation of State and Federal government and the operation of the American party system. (Winter and Spring terms, 4 hrs.)

(Not offered 1909-10.)

19, 20 and 21. **History of the Church.**—(See History of the Church under College of the Bible, Department S.)

DEPARTMENT F.-MODERN LANGUAGES

Prof. Woodford

Our German courses extend through a period of five years beginning with the second year preparatory and continuing through three years of the college course.

In the work of this department the aim is to give the student a thorough grammatical and reading knowledge and with this prose composition and the oral method are combined. A large acquaintance with the literature, life and spirit of the Germans is sought.

(a) The plan of study includes readings from the poets and writers of the classical period including such authors as Schiller, Goethe, Lessing and Freytag.

(b) The sight reading of plays and short stories.

(c) Prose Composition, Conversation and Practical Phonetics.

(d) Outlines of the history of the literature and lectures on the authors and works read.

(e) Higher Grammar, including Phonetic Laws, the History and Development of Forms, the history of each language, with reference to the relations of English and German.

I.—GERMAN

1. **Schiller's Jungfrau von Orleans.** Rapid reading of Goethe's Hermann und Dorothea. Schiller's Maria Stuart. German Syntax and German Composition. (Fall term, 4 hrs.)

2. **Heine's Harzreise,** Goethe's Gedichte Schiller's Geschichte des dreisizjahrigen Krieges. (Winter term, 4 hrs.)

3. **Freytag's Soll und Haben.** Goethe's Dichtung und Wahrheit. Fulda's Der Talisman, German Syntax and Composition, (Spring term, 4 hrs.)

4. Keller's Bilder aus der Deutschen Litteratur. The following topics will be treated:

- (a) Old literature; "Nibelungenlied Kunst Epos" "Minne-
negesang."
- (b) Time of decay; Hans Sachs, Luther, Rieneke Vos,
Till Eulenspiegel.
- (c) Gottsched and Klopstock.
- (d) Goethe, Schiller, Lessing, Chamisso, Arndt, Koerner,
Ruckert, Uhland.
- (e) Heine, Feuchtersleben, Geibel, Schefer, Frelligrath.
- (f) Gustav Freytag.
- (g) Hauptmann and Sudermann.

The student will make constant references to such works as: Hedge's Hours with German Classics, Franke's History of German Literature, Heller's Studies of Modern German Literature, and others. Reading of Goethe's Iphigenie auf Tauris;
(Fall term, 4 hrs.)

5. Scheffel's Der Trompeter von Sakkingen. Schiller's "Wallenstein;" Fossler's Practical German Conversation.
(Winter term, 4 hrs.)

6. Continuation of the History of German Literature of Course 3. Goethe's Goetz von Berlichingen. Lessing's Nathan der Weise. Rapid reading of Lessing's Emilie Galotti.
(Spring term, 4 hrs.)

7. Goethe's Faust, parts I and II. Theme writing in connection with the texts read, every two weeks. History of the German Language.
(Fall term, 3 hrs.)

8. Modern German Dramatists.—A systematic study of the evolution of the modern German drama in its literary and social aspects.

Topics Treated—A number of representative dramas will be read in this course; an outline of the general literary movements will be given so as to enable the student to gain some idea of the place occupied in 19th century literature by the works he is reading. The reading will be chosen from the following poets and their principal works: Kleist: Kaetchen von Heilbronn and Prinz Friedrich von Homburg: Grillparzer: Sappho, Koenig Ottokars Glueck und Ernnde, Des Meeres und

der Liebe Wellen and Der Traum ein Leben; Hebbel; Maria Magdalene, Herodes und Marianne and Nibelungen; Wildenbruch; Nuernberg; Sudermann: Heimat und Johannes; Hauptmann; Einsame Menschen and Die versunkene Glocke.

(Winter term, 3 hrs.)

9. Modern German Novelists.

Topics Treated.—The reading will be selected from the following authors: Freytag; Des veriorene Handschrift; Scheffel; Ekkshardt; Dahn; Ein Kampf um Rom; Keller; Romeo und Pulie auf dem Dorfe; Foerike: Mozart auf Frau der Reise nach Prag: C. F. Meier: Der Heilige; Sundermann; Fran Sorge and Der Katzensteg.

(Spring term, 3 hrs.)

II.—FRENCH

1 and 2. Elementary.—Chardenal's Complete French Course Sight reading of Guerber's Contes et Legendes. Part I Syntax and Composition. Fontaine's Livre de Lecture et de Conversation.

(First and Second term, 5 hrs.)

3. Chardenal's Complete French Course continued. Guerber's Contes et Legendes Part II. Fontaine's Livre de Lecture et de Conversation.

(Third term, 5 hrs.)

4 and 5. Edgren's French Grammar Part II and Croquet's French Verbs.

Longman's French Composition.

Bacon's Une Semaine a Paris.

Daudet's Trois Contes Choisis, La Belle Nivernaise, Tartarin de Tarascon.

Sand's La Petite Fadette.

Dumas La Tulipe Noir, Monte Cristo.

Rostand's Cyrano de Bergerac.

Balzac; Cinq Scenes de la Comedie Humaine.

Sand's La Mare au Diable.

(First and Second term, 4 hrs.)

6. Syntax, conversation and Longman's French Composition. Reading About Le Roi des Montagnes, Victor Hugo; La Chute; Hernani, Ruy Blas, La Brete Mon Oncle et Mon Cure. Bowen's French Lyrics. Davis' Scientific French. Les Fautes De Language by Victor Bernard.

(Third term, 4 hrs.)

DEPARTMENT G.—APOLOGETICS**President Zollars**

We believe that Biblical Sciences, Languages, and Literature, form fully as great a contribution to intellectual culture and development as the subjects in other fields. We further believe that no student is educated in the true sense without some knowledge of the Bible. For these reasons certain electives are allowed to students of the College of Liberal Arts from the College of the Bible, for which they receive full credit toward the degree A. B. This privilege is now granted in a number of the leading universities of the country, including certain State Universities. It is therefore eminently proper that universities standing primarily for Christian principles should offer the same privilege.

For full statements concerning the courses in Apologetics, the student is referred to the College of the Bible Department M.

DEPARTMENT H.—PHILOSOPHY**Prof. Lyon and Instructor LeMay**

1. Beginning Psychology.—A careful study of the elementary principles of psychology verifying each principle by introspection. The object will be to make psychology come down and walk with men showing it to be one of the most vital of studies.

(Fall term, 4 hrs.)

2. A continuation of Course 1. (Winter term, 4 hrs.)

3. Advanced Psychology.—A more intensive study of the subject dealing largely with rational psychology. The development of the mind with all its modifying influences receives special attention. Dewey's comprehensive work is used.

(Winter term 4 hrs.)

4. A continuation of Course 3. (Spring term, 4 hrs.)

5. Ethics.—The object of this study is to furnish students a somewhat comprehensive view of the general ethical facts and principles that are established by study and observation, and that have practically passed out of the realm of dispute. We believe that the necessary trend of a true system of Ethics is

Theistic and consequently the study sustains a very close relation to that of Theology. We hold that the moral judgments will be found in perfect harmony with the moral principles of revealed religion, and consequently the aim of this study is not only to quicken the life of duty and righteousness, but to show that the moral and religious life as set forth in the sacred Scriptures of the Old and New Testaments have their ultimate basis in the constitution of the human soul. Text books, "Bowne and McKenzie," offered every two years.

(Spring term, 4 hrs.)

6. Logic.—Human duty may be strictly summed up in three words, thinking, feeling and acting. Right acting begins with right thinking, and since Logic is simply the science of the laws of thought it is necessarily a fundamental study. It has been said that the only way to learn to think is by thinking, and yet the thinking process can be carried forward with greater facility, and to the attainment of better results, if the laws that regulate and govern thought are understood. Intelligent systematic thinking is better than random thinking. It is the aim of this study to teach the laws and principles that govern systematic and orderly modes of thought. The principles of Logic are presented not only theoretically, but are illustrated and enforced by numerous examples for practice. Both deductive and inductive systems are studied. Text books; Minto, Gregory, Coppee.

(Spring term, 4 hrs.)

7. Philosophy of Religion.—An investigation into the rational grounds of religious faith and life. An examination of the principal anti-theistic theories. Theistic conception harmonized with the demands of scientific knowledge. Bowne's Theism the chief basis of instruction. Offered every two years.

(Winter term, 4 hrs.)

8. Theory of Thought.—A critical study of the general nature and conditions of thought, how the mind gets objects, the constructive principles of thought, the nature of the notion, judgment, inference, proof, explanation and structural fallacies. Offered every 2 years.

(Fall term, 4 hrs.)

9. Theory of Knowledge.—Here the grounds of knowledge are critically examined. Some subjects discussed are philoso-

phic scepticism, thought and thing, realism and idealism apriorism and empiricism, knowledge and belief. Offered every two years. (Winter term, 4 hrs.)

10. Theory of Being.—This is a critical study of the nature of being both material and immaterial. Ontology, cosmology and psychical existence are the general subjects discussed. All knowledge is of some sort of being, hence this subject should be understood.

Course 6, 7, and 8, constitute a complete system of philosophy. Offered every two years. (Spring term, 4 hrs.)

DEPARTMENT I.—NEW TESTAMENT GREEK AND LITERATURE

Professor Marshall

Students in the College of Liberal Arts are permitted to elect work in the New Testament. This consists of three years of New Testament Greek and three years of New Testament Literature in English.

For statements in detail, reference may be made to the College of the Bible, Departments R. and T.

DEPARTMENT J.—SEMITIC LANGUAGES AND LITERATURE

Instruction in Hebrew, Syriac, and other semitic languages is offered to students of the College of Liberal Arts; also several courses in Old Testament History and Literature. For a full description of this work, see Department Q. and S. College of the Bible.

DEPARTMENT K.—EDUCATION

Professor LeMay

Certain professional studies from the Teachers College may be included in the electives of the College of Liberal Arts. History of Education, Pedagogy, etc., may thus be chosen. See Teachers College for full information.

EXPENSES, COLLEGE OF LIBERAL ARTS**Incidental Fees \$2.00 per term.**

These fees cover matriculation, use of library and reading room, etc., and are paid by all students.

Tuition

Fall term, 14 weeks	\$20.00
Winter term, 11 weeks	15.00
Spring term 11 weeks,	15.00

Laboratory Fees

Chemistry, per term	\$2.00
Zoology, per term	1.00
Botany, per term	1.00

The College
of
the Bible

College of the Bible

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President

Professor of Apologetics and Christian Doctrine

FRANK H. MARSHALL, A. M., Ph. D.

Professor of Biblical Greek and New Testament Literature, and
Missions

*

Professor of Semitic Languages and Old Testament Literature

SAMUEL H. HORNE, A. B.

Instructor in Church History

OLIVER L. LYON, B. O., Ph. D.

Instructor in Pulpit Oratory

The aims of this college are two-fold:

1. To afford all students an opportunity to obtain a comprehensive knowledge of the Bible as a book, and thus to become acquainted with the great Bible themes.

2. To train young men in the principles and practice of preaching.

The purpose may also be expressed: To supplement the general instruction of the student by a liberal amount of Bible teaching, and to thoroughly equip young men for the Christian ministry. The latter is, of course, the larger and more prominent feature.

In the furtherance of these designs, thorough instruction is given to all classes of Bible courses. Opportunity is thus afforded for gaining such knowledge of God's word as should be

possessed by every educated person. To ministerial students liberal courses are afforded in Biblical and cognate languages, Biblical Literature, Biblical and contemporary History, Biblical Theology, theoretical and practical Hermeneutics, Homiletics, Pastoral Theology, Christian Doctrine, Missions, Church History and Christian Evidences. In addition to the study of the text book on Christian Evidences, Lectures on Prophecy, the Divinity of Christ and other related themes are given throughout the student's course. The study of the English Bible occupies a prominent place in the work of the college, and the Scriptures are also studied in the original tongues, large portions of the Old Testament, and all of the New Testament being thus read as a part of the regular class room work.

A comprehensive view of the work will be found in formulated courses of the college on subsequent pages.

REQUIREMENTS FOR ADMISSION TO THE COLLEGE OF THE BIBLE—15 UNITS

1. English 3 units
(a) Academic Grammar and Composition, 1 unit; Rhetoric, 1 unit; American and English Literature, 1 unit.
2. Mathematics 2½ units
(a) Algebra, 1½ unit; Geometry, 1 unit. For ½ unit of Algebra may be substituted Solid Geometry or High School Arithmetic.
3. Foreign Language..... 2 units
Electives may be substituted for the Foreign Language requirement on condition that the student complete five years of New Testament Greek and Hebrew in the college.
4. Physics..... 1 unit
5. History 1 unit
6. Electives 5½ units
These electives are chosen from the usual subjects taught in good high schools.
- Total 15 units

Definition of Unit.

One **unit** represents a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. Graduation from an approved high school, or Preparatory School of some college in good standing, would represent the amount of work required. All the units offered for entrance must represent work done **above** the eighth grade of the public schools.

Note: Students lacking a limited number of units may enter the freshman year of the college, conditioned on making up the deficit.

Work Required for the Degree A. B.

The degree A. B., in this college represents the same amount of work as that required in the college of Arts. The purpose of the work is to give the student training equal in every way to that given by classical and scientific studies. The time for completing this curriculum is four years. It is of equal length and merit with that of the College of Arts, hence the same degree is given.

1. Required of all students:

- (a) Adv. Rhetoric and Composition—One year.
- (b) Psychology and Logic—One year.
- (c) Christian Evidences and Ethics—One year.
- (d) Foreign Languages—Three years.

This requirement will be five years, unless the student offers two years of Foreign Language for entrance requirements.

Biblical studies comprise the major part of the course. As a supplement, liberal electives may be chosen from the College of Arts. This gives the student not only the technical preparation necessary for his work in the ministry, but furnishes him with a foundation for the broader culture and scholarship so helpful to the ministry of the present age.

II. Free Electives from either the College of the Bible

or College of Arts, sufficient to make a total of at least 192 credits. The thesis will count as four credits.

III. **Thesis**, under conditions similar to those of the College of Arts.

Definition of Credit

One credit represents one hour of recitations each week for one term. A student reciting 16 times each week for one term would receive 16 credits; for three terms, 48 credits; for four entire sessions of the University, 192 credits, the amount required for the degree A. B.

Work Required for the Degree A. M.

Graduates from this or other institutions of equal rank can easily obtain desirable work for one year in the College of the Bible, leading to the degree, Master of Arts. The conditions will be similar to those for the same degree in the College of Arts, to which those interested are referred.

Work Required for the Degree B. D.

With the full teaching force employed, the College of the Bible is able to offer a strong curriculum of three years to graduate students who will receive, on its completion, the degree B. D.

1. Entrance requirements.

(a) The degree A. B. from any reputable college or university.

(b) A minimum of two years classical Greek, or one year elementary New Testament Greek.

2. Required of all students.

(a) Hebrew and other Semitic languages, 36 credits.

(b) Biblical and Patristic Greek, advanced, 24 credits.

(c) Church History, 12 credits.

(d) Biblical Theology, including First Principles, 18 credits.

3. **Free electives from the College of the Bible**, sufficient to make a total of at least 150 credits.

4. **Thesis.** The thesis for this degree will call for much more research than that required for the degree A. B. It

should be scholarly in its character, and show deep study in some chosen field. Details will be arranged by the committee on Graduate work.

NOTE—While this work will require three full years at least, students will be permitted to elect not more than 48 credits in Biblical studies in undergraduate work.

COURSES OF INSTRUCTION

DEPARTMENT M—EVIDENCES AND CRITICISM, CHRISTIAN BIOGRAPHY, AND SPECIAL BIBLE THEMES

President Zollars

I.—Evidences and Criticism

1 **Christian Evidence.**—Christian teachers and preachers have always regarded the evidence for the Divinity of the Christian system as a subject of vital importance but it may be truthfully said that the subject never assumed greater importance than it does today. The onslaughts upon Christianity by its enemies have never been more persistent, vindictive or unscrupulous than they are at the present time. The inspiration of the Scriptures, the divinity of Christ and consequently the divine character of the Christian system are being assailed today as fiercely as they have been at any previous period. It behooves the Christian man to examine the foundations of his faith and to be able to give a reason for the hope that is within him. Students educated in a Christian College should certainly be rooted and grounded in Christian Evidences that they may go forth to their work panoplied for the inevitable conflict. The aim of this study is to present the leading arguments that have been relied upon to defend the citadel of Christian faith. Modern phases of skepticism will receive special notice. Everest's **Divine Demonstration** and Bruce's **Apologetics**, are used, together with other books of reference. Fall term, 3 hrs.

2. **Divinity of Christ.**—The Divinity of Christ is the great central doctrine of the Christian religion. Doubt on this point is an absolutely fatal weakness in the minister

of the Gospel. It is the aim of this study to present arguments for the Divinity of Christ in the fullest way. A text book entitled "The King of Kings," by Zollars, will be used. The arguments from Prophecy, from Miracle, from Christ's central place in History, from His Mental Superiority, from His Wonderful Personality and from His Death and Resurrection are presented. Fall term, 1 hr.

3. **The Higher Criticism.**—The purpose of this study is to acquaint the student with the various phases of higher criticism, to point out the reliable results so far attained and to fortify him against the fallacies and unreliable canons of criticism employed by the destructive school. Text-books: **The Higher Criticism.**—Green; **The Authorship of Deuteronomy.**—McGarvey. Fall term, 4hrs.

4. **The Higher Criticism.**—Course 3 continued. Winter term, 2 hrs.

5. **Credibility and Inspiration.**—It is the aim of this study to set forth the grounds on which the credibility of the Scriptures rests and to establish the claim for inspiration put forth by the Scriptures themselves and held by all evangelical Christians. Text-book: **Credibility and Inspiration.**—McGarvey. Winter term, 3 hrs.

II.—SPECIAL BIBLE THEMES

1. **First Principles.**—The aim of this course is to give the student a comprehensive knowledge of the fundamental principles of the Gospel of Christ. The converging lines of preparation for the coming of Christ are traced, and the superiority of the Christian Dispensation is shown. This is followed by the discussion of Faith, Repentance, Confession, Baptism, the Holy Spirit, Christian Growth, the Plea of the Disciples of Christ, and the Christian Creed. Text books: **The Great Salvation.**—Zollars; **The Church of Christ.**—By a Layman. Fall term, 4 hrs.

2. **Hebrew Prophecy.**—The following topics are discussed: The character, training and peculiarities of the Hebrew Prophets, the scope of prophecy, the gradual development of the prophetic office, the method of transmitting the Divine communication to the prophet, the messages of the

prophets, prophecy as literature, predictive prophecy, the prophetic form of prophecy, the applications of prophetic teaching to the present day problems. Text-book: **Hebrew Prophecy**.—Zollars. Winter term, 2 hrs.

3. **Biblical Introduction**.—This work consists of a general study of the books of the Old and New Testaments, the aim being to discover the leading purposes of each book. The question of authorship and date will also be taken up and briefly considered. The broad, general divisions of both testaments are pointed out. The aim in short, is to give an intelligent general view of the Bible as a whole as well as of separate books. Text-book: **The Word of Truth**.—Zollars. Winter term, 2 hrs.

4. **Natural Theology**.—It is the aim of this study to strengthen faith in the God of the Bible by showing the proofs of God found in the natural world. A text-book is used, supplemented by lectures. Text-books: Valentine and Fisher. Spring term, 2 hrs.

5. **Heathen Religions**.—It is the purpose of this study to present these religions, especially in their external features, in contrast with Christianity. This work will be given in lecture form. Fall term, 1 hr.

6. **New Testament Theology**.—The Christian system as unfolded in the Gospels and Epistles is studied and the relation of the New Testament Scriptures to those of the Old Testament is pointed out. The general aim is to present an intelligent, comprehensive view of the Christian system as a whole. Text-book: **Christian System**, by Alexander Campbell. Fall term, 4 hrs.

Bible Lectures

Bible Lectures will be introduced throughout the year with considerable frequency. The preacher, his office, call, preparation and work; church officers and church organization; the Sabbath question and other general topics of interest will be discussed.

Prominent preachers of the state and of adjoining states will be called in to discuss special themes and ministerial problems.

III.—BIOGRAPHY

This is a required course in reading. At least one or two of the books recommended should be read each term until the list is exhausted. A much more extended course along the same lines can be read with profit but all ministerial students will be expected to carefully read the following works before graduation:

1. **The Life of Christ.**—We believe that there is not any study for the ministerial student that is more profitable than the study of this life of Christ. It is our purpose to have the student study this life as presented by some of the leading writers, such as Stalker, Farrar, Geikie, Beecher and others. The class room work will be fortified by supplementary work in the library, which is well equipped with this class of literature.

2. **The Life of Paul.**—A knowledge of the leading facts in this wonderful life is necessary to anything like a comprehensive knowledge of the New Testament history. An example of Christian heroism is afforded that is instructive and inspiring in the highest degree. There is no better use of time in the preparation for the ministry than the study of this life. **Stalker's Life** is recommended.

3. **The Lives of Thomas and Alexander Campbell.**—The object of this study is to give the student a knowledge of the movement for a union of the people of God upon the basis of simple Apostolic Christianity, otherwise known as the Restoration movement. This knowledge can best be secured by a study of the lives of those who led in this great work.

4. **Lives of the Pioneers.**—In the early days of the great Restoration Movement certain strong characters came prominently into view. They were men of strong personality and of peculiar natural endowment. They were pre-eminently suited to the time and to the work they were called upon to perform. A study of the lives of these men will give a better understanding of the spirit and genius of the great movement referred to than can be obtained in any other way. **The Life of Walter Scott, Martin W. Stone, John**

Smith, Samuel Rogers and several others can be read with much profit.

5 **Bible Characters.**—In addition to the life of Christ and the life of Paul, the lives of other prominent Bible characters should be read. Matheson's Representative Men of the Bible can be read with much profit. The purpose of this course is to study the characteristics of the great Bible characters and to group around them the Bible History, thus making it life-like and real.

DEPARTMENT N—HOMILETICS, HERMENEUTICS AND PASTORAL THEOLOGY

President Zollars

1 and 2. **Homiletics.**—This work is both theoretical and practical. A text book in connection with several reference books is used. Following this the student is taught to apply the principles in the development of the sermon. These sermons are placed on the blackboard and criticised by the class and the professor thus giving a practical drill in sermonizing. Broadus is used as the text, Vincent, Phelps and others as reference books. Fall and Winter terms, 2 hrs.

3 and 4. **Hermeneutics.**—This work embraces a study of the laws that should govern in ascertaining the meaning of the Scriptures and the application of those laws to particular texts and portions of Scripture as a practical exercise. The work consists, not so much of an exegesis of small sections and verses, as of an unfolding of the purpose and meaning of books and larger paragraphs. It is of special value in drilling the student in exegetical and expository preaching. Several text-books are read but the work is largely practical. Winter and Spring terms, 2 hrs.

5. **Pastoral Theology.**—It is the aim of this study to acquaint the student with the duties devolving upon a preacher located for a considerable period with a single church. It deals with the personal and official relations of the preacher to the people for whom he ministers. It is as Hoppin and Vinet remark: "an art rather than a science." It aims to instruct the student in many of the practical duties he

will have to meet in attending to the innumerable wants of the people which devolve upon a minister of the word. Text: Hoppin's Pastoral Theology and Gladden's Parish Problems.

6, 7 and 8. **Sermon Outlines.**—Sermons, chiefly of an expository nature, are first delivered to the class and afterward the outline is placed on the blackboard showing the mechanical structure of the sermon, its method of development, the relation of its co-ordinate parts, and of the subordinate to the principal divisions. The aim is not only to impart hermeneutical knowledge but also secure spiritual development and inculcate the great evangelical and practical doctrines that can be impressed on the mind in this way better than in any other manner. Zollar's Sermon Notes.

Fall, Winter and Spring terms, 2 hrs.

1909-1910.

Fall Term.	Hrs.
Christian Evidences.....	3
Divinity of Christ.....	1
The Higher Criticism.....	4
Winter Term.	Hrs.
Credibility and Inspiration..	3
The Higher Criticism.....	2
Hermeneutics	2
Sermon Outlines.....	1
Spring Term.	Hrs.
Hermeneutics	2
Sermon Outlines.....	2
New Testament Theology...	4

1910-1911.

Fall Term.	Hrs.
Homiletics	2
Sermon Outlines.....	2
First Principles.....	4
Winter Term.	Hrs.
Homiletics	2
Sermon Outlines.....	2
Hebrew Prophecy.....	2
Bible Introduction.....	2
Spring Term.	Hrs.
Natural Theology.....	2
Sermon Outlines.....	2
Pastoral Theology.....	3
Lectures on Heathen Religions	1

DEPARTMENT O.—SEMITIC LANGUAGES

Without a knowledge of Hebrew it is hardly possible to understand the best commentaries of the Old Testament. The minister who assumes to preach the Word of God should know the languages in which it is written.

Every student is therefore urged to study Hebrew at least two years.

1. **Hebrew Grammar.**—Text-books: William R. Harper's Method and Manual, and Elements. First term, 5 hrs.

2. **Grammar and Reading.**—The work of the first term is continued and completed. A Vocabulary of 540 words is acquired. A part of Genesis is read. Text-books: Baer and Delitzsch's Hebrew Bible, and Davies' Lexicon. Second term, 5 hrs.

3. **Reading Hebrew.**—The work of this term will be a continuation of No. 2, as outlined above. Third term, 5 hrs.

4. **Syntax and Reading Hebrew.**—During this term the class will review the Hebrew Grammar and will read the book of Genesis and study the Syntax of various passages.

Text-books: Harper's Elements of Hebrew Syntax and Gesenius' Grammar. First term, 4 hrs.

5. **Syntax and Reading Hebrew.**—Selections from Historical Books will be read. Second term, 4 hrs.

6. **Reading Hebrew and Aramaic.**—During this term the student will complete Hebrew Syntax, accompanied with the reading of Historical selections, and will read the Aramaic parts of the O. T. Text-books: Brown's Aramaic Method. Third term, 4 hrs.

7. **Reading Historical Hebrew.** First term, 3 hrs.

8. **Reading Prophetical Hebrew** and a critical study of the book of Amos. Second term, 3 hrs.

9. **Reading Poetical Hebrew** and a comparison of poetical and prose accents. Text-books: Wick's Poetical and Prose Accents. Third term, 3 hrs.

10, 11 and 12. **Hebrew, 4th year.**—Alternating with courses 7, 8 and 9. Fall, Winter and Spring terms, 3 hrs.

DEPARTMENT P.—BIBLICAL AND PATRISTIC GREEK

Professor Marshall

For the study of Biblical and Patristic Greek, no previous training in classical Greek is required. The student enters at once upon the courses indicated below, and devotes his attention exclusively to the principles of the language pe-

culiar to the Bible. The differences between the dialects of the classical writers and that of the Hellenistic writers are so marked that better results are achieved by drilling the student first in the grammar and vocabulary of the period he desires to study. An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures, was the Bible of many in the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason, the Greek writings of the church fathers are also studied.

The following courses are taught:

1. **New Testament Greek Grammar.**—In this introductory course the elements of grammar are learned by the **inductive method**, based upon the text of the Gospel of John. Several chapters are committed to memory, and the student has daily practice in writing the language. Text-book: Harper and Weidner's **New Testament Greek Method**; or Huddilston's **Essentials of New Testament Greek**.

Fall term, 5 hrs.

2. **Grammar and Reading.**—First term's work continued. Composition and study of paradigms go hand in hand with translation. The class reads the Epistles of John.

Winter term, 5 hrs.

3. **The Gospel of John.**—The class reads the Fourth Gospel, completes etymology and begins the study of syntax.

Spring term, 5 hrs.

4. **The Gospel of Matthew.**—Translation, and word studies. Thorough review of all N. T. Greek paradigms. Prerequisite to this and all following courses, 1-3, or two years of classical Greek.

Fall term, 4 hrs.

5. **The Gospel of Mark.**—Translation and study of syntax. Green's **N. T. Greek Grammar**. Sight reading of the **Apocalypse**, with discussion by the instructor of its linguistic peculiarities.

Winter term, 4 hrs.

6. **The Gospel of Luke.**—Syntax continued.

Spring term, 4 hrs.

7. **Acts of Apostles.**—Special study of the N. T. Greek verb, based on Burton's **Moods and Tenses**. Prerequisite to this and all following courses, 4-6. Fall term, 4 hrs.

8. **Epistles of James, Jude, Peter and Hebrews.**—Syntax of the verb continued. Winter term, 4 hrs.

9. **The Septuagint.**—Careful reading of selections from the **Psalter and Isaiah**. Sight readings and rapid translations in **Kings**, and in the non-canonical books **Wisdom of the Son of Sirach** and **I Maccabees**. Studies in the origin and history of the Greek Old Testament, its influence on the writers of the New Testament, and its contribution toward preparing the world for Christ.

Constant use is made of the **Septuagint** as a reference book in the other courses. Every quotation from the Old Testament is compared with the Septuagint, and, when the student is prepared, with the Hebrew Scriptures.

Spring term, 4 hrs.

10. **The Epistles of Paul.**—Careful translation of the earlier epistles. Reference work in Grammar, Winer or Buttman. Fall term, 4 hrs., 1910-11.

11. **The Epistles of Paul**, continued. Translation of the later epistles. Reference work in Grammar, continued.

Winter term, 4 hrs. 1910-11.

12. **Patristic Greek Literature.**—Reading of the three early land marks. Teaching of the **Twelve Apostles**, **Shepherd of Hermas**, and **Epistle of Clement**, and their bearings noted on pivotal words in the New Testament; selections from the **Apology of Justin Martyr**, describing the Christian ordinances in the second century; rapid readings from such authors as **Chrysostom**, **Cyril**, **Eusebius**, **Origen** and **Basil**, dealing with the worship and doctrines of the early Church, with general survey of the history of Christian Literature, until Latin became the official language of the Church.

Spring term, 4 hrs., 1910-11.

Note—Courses 7, 8, 9 and 10, 11 and 12, are offered on alternate years.

Text and Reference Books preferred: Westcott and Hort, **Greek New Testament**; Thayer, **New Testament Greek Lexicon**; Liddell and Scott, **Abridged Greek Lexicon**; Van Ess, **Septuagint**; Lightfoot, **Patristic Greek Authors**; Burton, **Moods and Tenses**; Green, Buttman, Winer, **New Testament Greek Grammar**; Vincent, N. T. **Greek Word Studies**.

DEPARTMENT Q.—OLD TESTAMENT LITERATURE.

1. **Old Testament History.**—This course comprises the study of Genesis, Exodus, Leviticus, Numbers and Deuteronomy. Fall term, 4 hrs.

2. **Old Testament History** continued. During the term the class will study the Law of Moses and the books of Joshua, Judges & Ruth. Winter term, 4 hrs.

3. **Old Testament History** completed. The books of Samuel, Kings, Chronicles, Ezra, Nehemiah and Esther. Spring term, 4 hrs.

4. **Prophets in English.**—A thorough study of the Major and Minor Prophets in their chronological order will be made during this term. Fall term, 4 hrs.

5. **Prophets in English.**—A continuation of course four. Winter term, 4 hrs.

6. **Prophets in English.**—During this term the class will finish the study of the Prophets. Spring term, 4 hrs.

7. **Old Testament Theology.**—Alternating with courses 4 to 6. Fall term, 4 hrs., not given in 1909-10.

8. **Old Testament Theology.** Winter term, 4 hrs., see course 7.

9. **Old Testament Theology.** Spring term, 4 hrs., see course 7.

10. **Biblical Introduction.**—During this term the class will study Biblical Geography. Text-books: Hulburt's Bible Atlas. Fall term, 4 hrs.

11. **Biblical Introduction.**—This course comprises the study of the monuments and contemporary Semitic History.

Text-books: Price's Monuments and the O. T., and Goodspeed's History of the Babylonians and Assyrians.

Winter term, 4 hrs.

12. **Biblical Introduction.**—In this course the class will study Textual Criticism of the Bible and the Canon of the Old Testament. Text books: Price's The Ancestry of Our English Bible and William H. Green's Canon of the Old Testament.

Spring term, 4 hrs.

DEPARTMENT R.—NEW TESTAMENT LITERATURE AND HISTORY

Professor Marshall

The purpose of this department is to equip the student with a thorough knowledge of the English New Testament. It is studied, book by book, and the contents, questions of authorship, date, etc., of each are given careful attention.

Instruction is given by means of lectures and notes on the text, with full references to commentaries, collateral histories, and numerous other works of reference. The best standard authorities have been placed in the library, and the student must consult them in his preparation for the class room. Reports and essays on assigned themes are required.

Text-book: American Standard Revised Version of the Bible.

1. **The Gospels: Matthew and Mark.**—Study and analysis of each book. The student is required to commit to memory the most important sections, such as the **Sermon on the Mount**. Every chapter and verse must be studied in the light of the best commentaries and reference books.

Fall term, 5 hrs.

2. **The Gospels: Luke.**—Papers on selected themes, historical and expository, are presented by the student.

Winter term, 5 hrs.

3. **The Gospels: John.**—Review and Harmony of the Gospels. Essays on selected themes.

Spring term, 5 hrs.

4. **Epistles of Paul.**—Earlier epistles studied in chronological order. Introduction, analysis and interpretation of each. Fall term, 3 hrs.

5. **Epistles of Paul.**—Later epistles. Method of study similar to 4. Winter term, 3 hrs.

6. **Miscellaneous Epistles and Apocalypse.**—Doctrines of each author carefully noted, and their relation to the Gospel message as a whole, interpreted. Emphasis is placed on the unity of their teachings. Spring term, 3 hrs.

7. **Acts of Apostles.**—The book is studied from the evangelistic and missionary points of view. The sermons, accounts of conversions, etc., are taken as models,—analysed and committed to memory. Fall term, 3 hrs., 1910-11.

8. **The Apostolic Church.**—Text, Bartlett. Organization, Polity, etc., of the New Testament Church.

Winter term, 3 hrs., 1910-11.

9. **The Historical Background of the New Testament.**—
(a) The History of the Jews as a nation during the Macca-bean and Roman periods, from 165 B. C. to 70 A. D. Texts: **History of the New Testament Times**, by Mathews; **I Macca-bees**, and reference work in Josephus and Schurer; (b) The Gentile Nations, their political, social and religious condition during the first century. Text, Inge.

Spring term, 3 hrs., 1910-11.

(Note—Courses 4-6 and 7-9 are given on alternate years.)

DEPARTMENT S.—CHURCH HISTORY AND MISSIONS

I.—Church History

Professor Horne

1. **General Church History.**—Ancient and Mediaeval Eras. Text: Fisher. Fall term, 4 hrs.

2. **General Church History.**—Modern Era to the Peace of Westphalia, (1517 1648). Winter term, 4 hrs.

3. **General Church History.**—Modern Era, 1648, to the present time, including a study of the Current Reformation. Spring term, 4 hrs.

II.—Christian Missions**Professor Marshall**

This work is open to all students. It is suited to everyone who desires a more intimate acquaintance with the great conquests of Christianity in non-Christian lands. Foreign Missions now have a recognized place in the curricula of many institutions, and interest in such studies is constantly increasing. The following courses are offered:

1. **Hawaii and the Philippines.**—Lectures; *The New Era in the Philippines*, Brown; and Government Reports.

Fall term, 1 hr.

2. **India.**—Text: *The Christian Conquest of India*, Thoburn. Biographies of Carey and Judson. Winter term, 1 hr.

3. **Foreign Work of the C. W. B. M.** Spring term, 1 hr.
(Note—Courses 1-3 were taught during 1908-9).

4. **Japan.**—Text: *Sunrise in the Sunrise Kingdom*, DeForest, and *Biography of Verbeck*, Griffis. Fall term, 1 hr.

5. **Japan.**—Lectures. The instructor having spent two year as a missionary in Japan, will give the results of his observations, with especial reference to the work of the F. C. M. S. A few open lectures, illustrated by stereopticon views, will be given. Supplemental work, *The Religions of Japan*, by Griffis.

Winter term, 1 hr.

6. **Polynesia.**—*Life of John G. Paton*, and pioneer work in the various groups of South Sea Islands. Lectures based on the collections in the Polynesian Museum of Honolulu.

Spring term, 1 hr.

(Note—Courses 4-6 will be offered during 1909-10.)

7. **China.**—Text: *Dawn on the Hills of T'ang*, Beach.

Fall term, 1 hr.

8. **China and Thibet.**—Texts: *Life of Morrison*, and *With the Thibetans in Tent and Temple*, Rijnhart.

Winter term, 1 hr.

9. **Africa.**—Naylor, and Blaikie's *Life of Livingstone*.

Spring term, 1 hr.

(Note—Courses 7-9 will be offered during 1910-11.)

10, 11 and 12. **General Survey of History of Missions.**—A series of lectures on first efforts to Christianize Europe and the western continents. Supplemental text for class, Bliss, **Concise History of Christian Missions**, and miscellaneous readings. Fall, Winter and Spring terms.

(Note—Courses 10-12 will be offered during 1911-12.)

DEPARTMENT T.—STUDIES IN COLLEGE OF ARTS

All the departments of the College of Liberal Arts are open to the students of the Bible College and in arranging their curricula they are free to choose any of the courses as electives, without extra charge.

Required Work

1. **English.**—For required work see Dep't. A.
2. **Psychology and Logic.**—For required work see Dep't. H.

Electives

Among the many subjects helpful in broadening thought for young ministers may be mentioned **Geology**, which throws much light on how God created the earth; **Biology**, which may be studied in the light of Genesis, dealing with the creation of man, and his connection, if any, with the lower animals; **Sociology**, which deals with many modern problems which demand the attention of the pulpit; **Ancient History**, which deals with nations and religions contemporary with Bible History. All these, and other important electives, will be found in the College of Arts.

DEPARTMENT U.—PUBLIC SPEAKING

Professor Lyon

Next in importance to the message of the preacher is the manner in which it is delivered. For full information, see School of Oratory.

FORMULATED CURRICULA LEADING TO THE DEGREE A. B.

For the convenience of the younger students, the following Groups of Studies are selected to assist them in arranging their work. They need not be considered as compulsory, since the elective system prevails. Several other groups, with equal merit, could easily be arranged.

Group 1.

This is composed of Biblical studies, with the exception of a minimum of work in the College of Arts which is required of all candidates for the degree, Bachelor of Arts. It is not probable that any one student will elect all of the Bible studies here given.

Freshman.	Hrs.
Adv. Rhetoric and Composition	4
N. T. Greek (Elementary) ..	5
Gospels	5
History of Missions	1
First Principles and Hebrew Prophecy	2
Text and Canon and Semitic History	4

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21

Junior.	Hrs.
Hebrew Advanced	4
Biblical Greek	4
O. T. Theol. or Prophets ..	4
Church History	4
Lectures	2

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18

Sophomore.	Hrs.
N. T. Greek (advanced)	5
O. T. History	4
Acts and Epistles	3
Biblical Introduction and Nat. Theol.	2
Church History	4
Hebrew, El.)	4
—	22

Senior.	Hrs.
Psychology and Logic	3
Christian Evidences and Criticism of Prophets	3
Hebrew	4
N. T. Epistles or O. T. Theology	4
Lectures	1
Text, Criticism and Credibility	2
—	17

Group II

This Group differs from Group I in that it has a much larger selection of studies from the College of Arts, with a corresponding less amount of Biblical studies.

Freshman.	Hrs.	Sophomore.	Hrs.
Advanced Rhetoric and Composition	4	Hebrew (El.)	4
N. T. Greek (el.) or other language	5	English Literature.....	4
First Principles.....	2	N. T. Greek (or other Foreign Language).....	5
History of Greece and Rome	3	Chemistry (or O. T. History)	4
Biology (or Gospels).....	4	European History (or Text and Canon and Semitic History)	4
—	18	—	21
Junior.	Hrs.	Senior.	Hrs.
Hebrew, Advanced or other language	5	Hebrew (or other language) 4	
N. T. Greek or other language	4	N. T. Epistles (or Eng. Lit.) 4	
Prophets (or Political Science and Sociology)...	4	Christian Evidences and Criticism	3
Church History.....	4	Psychology and Logic.....	3
Lectures	2	Geology, or Textual Criticism, Credibility.....	2
—	18	Lectures	1
		—	17

Note—Students who have had two years of required Foreign Language in the Preparatory School need take but three years of Biblical Languages in the College of Arts.

FORMULATED CURRICULUM LEADING TO THE DEGREE, B. D.

First Year

Required:	Hrs. Throughout the year.
Hebrew (Elementary)	4
N. T. (advanced)	4

First Principles4

Required12

Elective:

O. T. History4

Gospels5

Christian Evidences and Ethics.....3

Lectures2

History of Missions.....1

Note: Choose 4 to 6.

Second Year

Required:

Hebrew, (advanced)4

Biblical and Patristic Greek.....4

Church History4

Biblical Theology4

Required16

Elective:

Acts and N. T. History.....3

Hermeneutics and Homiletics.....3

History of Missions.....1

History of Christian Doctrine.....3

Lectures2

Note: Choose 4.

Third Year

Required:

Hebrew4

Electives:

Hrs.

N. T. Epistles4

Prophets4

Higher Criticism and Credibility3

Semitic History4

Natural Theol. and Textual Criticism.....3

Lectures2

Note: Choose 12 to 15.

SCHOOL FOR CHURCH WORKERS

In connection with the College of the Bible, facilities are provided for the training of Church Workers, Pastoral Helpers, Singing Evangelists and Bible Teachers in the Sunday School. The demand for trained workers of this character among the Disciples of Christ is growing and the University desires to encourage young people to prepare for this new field of Church work. A Diploma will be given for the work.

CURRICULUM FOR CHURCH WORKERS

Hrs. throughout the year.

English Bible, Old Testament.....	4
English Bible, New Testament	4
History and Teaching of the Disciples of Christ..	2
Pastoral Work and Christian Evidences.....	3
Sacred Music and Choral Singing.....	2
Solo Singing	2
History of Missions	1
Special Lectures on Church Finance, Sunday School Work, etc.,	1
Typewriting and Stenography.....	4

Each student is expected to take 16-18 hrs. per week, and may elect any of the above studies.

Self Help

Nearly all Ministerial students are compelled to work their way through college in one way or another. It is our purpose to assist such persons in every possible way. For a description of the opportunities offered for self help see article on "Matters of Interest to Self Supporting Students," which will be found on a subsequent page.

Student Preaching

While it would be best for ministerial students to refrain for the most part from preaching until near the completion of the college course, yet in many cases this seems practically impossible. Many students must make their expenses while in school by preaching, or drop out of school and earn money to continue their work, or abandon the idea of securing the

necessary education. Enid is, fortunately, so situated that it offers excellent opportunities for student preaching. Railroads running eleven different directions bring many churches within reach. There are many churches now without preachers, that can be reached by students going out on Saturday and returning Monday. Students, however, should be modest in their expectations, live economically, and not try to make more than enough to defray actual expenses. As a rule, once every two weeks is as often as a student ought to go away to preach.

Pulpit Supply

No efforts are spared to assist ministerial students to secure work among the churches. To this end, the Executive Committee of the Ministerial Association collected all possible data from the churches needing preachers, and is able to furnish regular work for practically all students who are prepared to preach.

The Ministerial Association

This organization consists of all the students for the ministry, together with several members of the faculty who are ministers. The annual membership fee is \$1.00. Regular meetings are held and programs are given. Occasionally prominent lecturers are brought to the University under the auspices of the association.

The Executive Committee consists of two professors and the officers (students) of the association. To this committee has been assigned the work of pulpit supply. No student is allowed to preach until his advancement and ability are adequate. Churches needing preachers are invited to correspond with the committee. At present a large number of competent, experienced men are filling important pulpits within a radius of 150 miles of Enid.

EXPENSES, COLLEGE OF THE BIBLE

Incidental Fees, \$2.00 per term.

These fees cover matriculation, use of library, reading room, etc., and are paid by all students.

Tuition

In lieu of the regular tuition fees which are \$50.00 for the year, a special fee is charged, \$5.00 per term.

Note 1—Special concessions to ministerial students are limited to four years. After that time expires, regular tuition will be charged.

Note 2—Notes will be taken from ministerial students covering the regular tuition minus the special fee. These will be cancelled if the student enters the ministry at the close of his college course, and remains in the work for four consecutive years.

Teachers College and Preparatory School

Teachers College

FACULTY

E. V. ZOLLARS, A. M., LL. D., President

WILLIAM M. LE MAY, A. B.
Professional Subjects

LORA WHEATON GARRISON, A. M.
English, Algebra and Geometry

MAUDE WAITE MARSHALL, A. B.
Review Subjects and Natural Sciences

CHARLES PRATER, B. S., M. Accts.
Commercial Branches

A. F. REITER, A. B.*
Higher Mathematics

SAMUEL H. HORNE, A. B.*
History

BURTON H. WOODFORD, A. M.*
Latin and German

SAMUEL A. MARONEY, B. S.*
Natural Sciences

KATE N. JACKSON
Drawing

*Professor in College of Arts.

PURPOSE AND METHOD OF THE COLLEGE

The Teachers' College will be organized along with the other departments of the University to prepare students thoroughly for positions in our common schools and high schools as well as for principals, department instructors and superintendents.

Students will be prepared to enter the state and county teachers' examinations for all grades of teachers' certificates.

The Primary object of the Normal College is not to furnish a knowledge of the subjects to be used by teachers, but to deal with these subjects after they have been mastered, in a professional way, so as to know how to apply them to the human mind. To meet the demands of such a school, we will pursue the subjects of School Management, Science and Art of Teaching, History of Education, Psychology, etc., besides giving a study and review of the matter and methods of high school and college requirements.

This work is equally well suited to the general culture of students who do not intend to teach; hence we confidently advise all students to make liberal use of this work in choosing their electives. In pursuing this course, there is systematic mental training and an insight into the workings of the human mind not furnished in any other department of school work, thus rendering it invaluable to the teacher as well as to the business and professional man.

In the following outlines of work, the purpose has been to cover **every subject** required by the Board of Education for certificates to teach in the public schools. The state authorities recognize and accept the work done by all first class institutions, provided the required subjects are taught, and the grades of the students are good.

CURRICULUM**I.—GRAMMAR SCHOOL CERTIFICATE****First Year****First Term.**

Arithmetic
 Geography
 U. S. History
 Grammar
 Penmanship
 Music (Public School)
 Reading and Orthography
 Drawing

Second Term.

Arithmetic
 Geography
 U. S. History
 Grammar
 Penmanship
 Music (Public School)
 Reading and Orthography
 Drawing

Third Term.

Arithmetic
 Geography
 U. S. History
 Grammar
 History of Oklahoma
 Drawing

Second Year**First Term.**

El. Algebra
 Civics and Constitution
 of Oklahoma
 Physical Geography
 Agriculture and Stock
 Feeding
 Composition and Rhetoric
 Bookkeeping
 Class Oratory

Second Term.

El. Algebra
 Civics and Constitution
 of Oklahoma
 Physical Geography
 Horticulture and Road
 Building
 Composition and Rhetoric
 Bookkeeping
 Class Oratory

Third Term.

El. Algebra
 Review of American History
 El. Geology*
 Domestic Science
 Composition and Rhetoric
 Bookkeeping
 Class Oratory

*El. Geology not required for Grammar School certificate.

Third Year**First Term.**

Am. and Eng. Literature
 General History
 Physiology and
 Hygiene
 El. Physics
 Theory and Practice
 (Pedagogy)
 Latin, First Year*

Second Term.

Am. and Eng. Literature
 General History
 Physiology, Narcotics
 and Stimulants
 El. Physics
 Theory and Practice
 (Pedagogy)
 Latin, First Year*

Third Term.

Am. and Eng. Literature
 General History
 Physiology Reviewed
 El. Physics
 Theory and Practice (Methods)
 Latin, First Year*

II.—HIGH SCHOOL CERTIFICATE**Fourth Year****First Term.**

Plane Geometry
 History of Education
 Ancient History
 (Greece)
 Psychology
 Latin, Second Year, or
 German, First Year

Second Term.

Plane Geometry
 History of Education
 El. Astronomy
 Botany
 Psychology
 Latin or German

Third Term.

Plane and Solid Geometry
 El. Astronomy
 Botany
 Review and Adv. Algebra
 Latin or German

Fifth Year**First Term.**

Solid Geometry
 Adv. Physics
 Lab. Physics
 Adv. Rhetoric
 Latin, Third Year, or
 German, Second Year
 Class Oratory

Second Term.

Plane Trigonometry
 Adv. Geology*
 Adv. Rhetoric
 Ancient and Modern
 Europe
 Latin or German
 Class Oratory

Third Term.

Plane and Spherical Trig.
 College Algebra **
 Adv. Rhetoric
 Modern Europe
 Latin or German
 Class Oratory

*Following El. Geology. ** Following Adv. Algebra.

THIRD TERM REVIEW FOR TEACHERS

For the benefit of teachers whose schools close in the early spring, arrangements have been made for special third term reviews beginning March 22. These reviews are complete, covering the most important principles of the entire subjects.

Arithmetic, Milne's Standard.
 Elementary Algebra, Wentworth's College Algebra.
 Am. History, Hart.
 Physiology, Blaisdell.
 Oklahoma History, Doub and Co.
 Geography, Maury's Manual, Methods of Teaching.

The Preparatory School

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President

LORA GARRISON, A. M.

Instructor in English and Mathematics

MAUDE WAITE MARSHALL, A. B.

Instructor in History and Natural Sciences

WILLIAM LE MAY, A. B.

Instructor in Civics

KATE N. JACKSON

Instructor in Drawing

CHARLES M. PRATER, B. S., M. Accts.

Instructor in Commercial Branches

B. H. WOODFORD,* A. M.

Instructor in German and Latin

SAMUEL H. HORNE,* A. B.

Instructor in History

S. A. MARONEY,* B. S.

Instructor in Natural Sciences

ALFRED F. REITER,* A. B.

Instructor in Mathematics and Physics

ERIC LYON

Assistant in Laboratory

*Professor in College of Liberal Arts.

SCOPE OF THE SCHOOL

The Preparatory School covers the work done in the first class High Schools, whose curricula embrace four years of instruction. As many students of the Preparatory School, however, are of mature age, with whom time is an object, the studies have been grouped so that a bright, industrious student can do the four years' work in three years. Thoroughness will not be sacrificed for speed, and those who can not do the prescribed amount of work in three years will be given more time.

Diplomas

Those who complete successfully the work of the Preparatory School are granted a diploma bearing the seal of the University. This diploma stands for the same scholarship as that of first class High Schools. The holder will be admitted to the freshman year of this College of Liberal Arts without examination.

Entrance Requirements

Students coming from other schools must present evidence that they have satisfactorily completed the branches for which they desire to receive credit. Otherwise, examinations may be necessary. The preparation required of all students for entering the First Preparatory year will cover the work of the common schools of the state, including satisfactory completion of the **Eighth Grade**.

Work Required for Graduation

1. **Mathematics, Academic Arithmetic**, one term. **Algebra**, three terms. **Geometry**, three terms. **Solid Geometry**, or a fourth term of **Algebra** may be substituted for **Academic Arithmetic**.

II. **English, Academic Grammar and Composition**, three terms. **Rhetoric**, three terms. **Literature**, three terms.

III. **Foreign Languages, Two years of Latin or German**.

Note 1—French and Spanish may be offered if desired.

Note 2—Bible students who elect five years of Biblical Languages in the college may offer substitutes for requirement III.

IV. **Natural Sciences. Physics**, three terms. Laboratory work strongly recommended.

V. **General History**, three terms.

V. **Free Electives**, sufficient to make a total of 225 credits. This is equivalent to fifteen units of high school work.

Note 1—A maximum of 24 credits may be elected from the Colleges of Music, Fine Art, and Oratory. One lesson per week for a term, will count as one credit in Preparatory School.

Two college credits are allowed for expression work in class reciting four times a week with a half hour of daily practice, two and one-half credits with one hour of daily practice, and three credits for one and one-half hour's practice.

Note 2—A maximum of 30 credits may be elected from the College of Business; 35 credits are allowed in Special Departments. Extra Tuition is charged for work in the Special Departments.

Note 3—Third Preparatory Latin, German and Solid Geometry will be counted as college credits, receiving only 4 credits per term, in case the student does not need them for graduation in the Preparatory School.

Definition of Preparatory Credit

One credit means one recitation of 45 minutes each week for one term. A student with 25 recitations per week would gain 25 credits a term, or 75 during the year's work.

Credits in Terms of Units

15 credits count as 1 unit of High School work.

CURRICULUM

The following curriculum has been prepared with the view of giving the student the best possible fundamental training for a college course. Wherein it differs from courses offered by first class High Schools, fair equivalents will be accepted as substitutes. 25 recitations per week is the maximum limit for each student.

Only capable, industrious students can do so much work, thus covering the ground in three years. All others must spend three and a half or four years.

The subjects marked * are required of all students.

FIRST PREPARATORY

Fall Term.

Recitations per week.

*Algebra (beginning)	.....5
*Academic Grammar and Composition	.....5
Physical Geography	.....5
Latin (beginning)	.....5
Civics	.....3
Drawing	.....1
El. Agriculture	.....3
(Music)	
(Art)	
(Commercial Branches)	
(Oratory)	

Winter Term.

Recitations per week.

*Algebra	.....5
*Academic Grammar and Composition	.....5
Physical Geography	.....5
El. Astronomy	.....3
Latin	.....5
Civics and Constitution of Oklahoma	.....3
Drawing	.....1
El. Horticulture	.....3
(Music)	
(Art)	
(Commercial Branches)	
(Oratory)	

Spring Term.

Recitations per week.

*Algebra	.....5
*Academic Grammar and Composition	.....5
Elementary Geology	.....5
Latin	.....5
American History (Adv.)	..4
Drawing	.....1
El. Astronomy	.....4
(Music)	
(Art)	
(Commercial Branches)	
(Oratory)	

SECOND PREPARATORY**Fall Term.**

Recitations per week.

*Plane Geometry	5
*Rhetoric and Composition	5
*General History (Ancient)	5
Physiology	5
Latin (second year)	5
German (beginning)	5
Drawing	1
(Music)	
(Art)	
(Oratory)	
(Commercial Branches)	

Winter Term.

Recitations per week.

*Plane Geometry	5
*Rhetoric and Composition	5
*Gen. History (Mediaeval)	5
Physiology	5
Latin (second year)	5
German (first year)	5
Drawing	1
(Music)	
(Art)	
(Oratory)	
(Commercial Branches)	

Spring Term.

Recitations per week.

*Plane Geometry (com- pleted)	5
*Rhetoric and Composition	5
*General History (Modern)	5
Physiology	5
Latin (second year)	5
German (first year)	5
Drawing	1
(Music)	
(Art)	
(Oratory)	
(Commercial Branches)	

THIRD PREPARATORY**Fall Term.**

Recitations per week.

*American and English	
Literature	5
Solid Geometry	5
Latin (third year)	5
German (second year)	5
*Physics	8

Laboratory work recom-
mended.

El. Psychology	3
(Music)	
(Art)	
(Commercial Branches) *	
(Oratory)	

Winter Term.

Recitations per week.	mended.
*American and English Literature .....5	El. Psychology .....3
Latin (third year) .....5	(Music)
German (second year) ....5	(Art)
*Physics .....8	(Commercial Branches)
Laboratory work recom-	(Oratory)

Spring Term.

Recitations per week.
*American and English Literature .....5
Latin (third year).....5
German (second year).....5
*Physics .....8
Laboratory work recom-
mended.
Adv. Arithmetic .....5
(Music)
(Art)
(Oratory)
(Commercial Branches)

DESCRIPTION OF THE COURSES**I.—NATURAL SCIENCES****Sub Preparatory**

1. **Political Geography.**—Maury's Manual. For the benefit of students who are deficient in this subject a class is organized for the purpose of fitting them for the regular Preparatory School. Special attention paid to map drawing. Fall term, 5 hrs.

2. **Political Geography.**—Continuation of 1. Maury's Manual completed. Special attention paid to Commercial Geography. Winter, term, 5 hrs.

3. Political Geography.—Review of entire subject.

Spring term, 5 hrs.

Note—Courses 1-3 are required for entrance to the First Preparatory year. No credit is given for them in the Preparatory Department.

First Preparatory

A. Physiography.—The earth as a member of the solar system; its form, size, movement; the origin, development and classification of land forms and their casual relations to social and economic conditions. Text-book and observational work required. Dryer's Physiography. Fall term, 5 hrs.

B. Physiography.—Continuation of A. Dryer's text completed. Winter term, 5 hrs.

C. Elementary Geology.—An easy text will be used, showing the structure of the earth's crust, origin of mountains, islands, coral reefs, glaciers, etc. The class room work is supplemented, to a limited extent, by field excursions, in order to place the student in contact with the most common geological phenomena. Spring term, 5 hrs.

A. Elementary Agriculture. Fall term, 3 hrs.

B. Elementary Horticulture. Winter term, 3 hrs.

A. Astronomy.—An elementary course dealing with the simpler movements of the heavenly bodies; the names and location of some of the better known planets and constellations. Text, Young's Elements. Winter term, 3 hrs.

B. Astronomy.—Course A completed. Spring term, 4 hrs.

Second Preparatory

A. Physiology.—An elementary presentation of the following subjects: Bones, muscles, foods, digestion, blood and its circulation, and respiration. Text, Blaisdell's Practical Physiology. Fall term, 5 hrs.

B. Physiology.—Continuation of Course A, treating of the excretory organs, nervous system, special senses, throat and voice, accidents and emergencies, narcotics and stimulants. Blaisdell's text completed. Winter term, 5 hrs.

C. Physiology.—A review course, covering most important features of Blaisdell's text, with the experimental

work. A good manikin and skeleton, also charts, are available for the work in Physiology. Spring term, 5 hrs.

Third Preparatory

A. **Physics.**—An elementary treatment of measurement and mechanics of solids, fluids, and gasses. Text, Milliken and Gale's Physics, eight chapters. Laboratory text, same author, 18 experiments and notes.

Fall term, 5 hrs., and Laboratory, 5 hrs.

B. **Physics.**—A continuation of the previous course treating of heat, magnetism and electricity. Text, chapters 9-16, experiments, 19-37. Winter term, 5 hrs., and Laboratory, 5 hrs.

C. **Physics.**—Above text and laboratory work completed. Text, chapters 17-22, experiments, 38-50.

Spring term, 5 hrs., and Laboratory, 5 hrs.

Note—The above courses in Laboratory Physics are meant to give the student abundant practice in the manipulation and care of apparatus, to train him in careful observation, and accurate deductions from observed phenomena, and neat and correct methods of expression. These courses may be taken separate from the text work during any term by review students or teachers.

No credit will be allowed for laboratory work unless the laboratory book is presented for approval.

II.—MATHEMATICS

Each subject will, so far as possible, be introduced inductively. Our aim is three-fold: First, to lay a thorough and practical foundation for present and future culture; second, to create a love for mathematics; and third, in our presentation, to furnish the teacher an example of correct and successful method of teaching.

Sub Preparatory

1. **Arithmetic.**—Text, Milne's Standard, from first of the book. Fall term, 5 hrs.

2. **Arithmetic.**—Continuation of 1. Winter term, 5 hrs.

3. **Arithmetic.**—Milne's Standard completed.

Spring term, 5 hrs.

Note 1—For students who are unable to finish the subject in one year, more elementary instruction will be provided. Text, Milne's Progressive Arithmetic, Book 3.

Fall, Winter and Spring terms, 5 hrs.

Note 2—The above courses are required for entrance to the First Preparatory year, and credit can not be given for them on Preparatory work.

First Preparatory

A. Algebra.—A beginner's course, extending through fractions, emphasizing factoring. Text, Milne's High School Algebra. Fall term, 5 hrs.

B. Algebra.—A continuation of the preceding course to quadratic equations. Winter term, 5 hrs.

C. Algebra.—Milne's text completed, but emphasizing the solution of the quadratic equation. Spring term, 5 hrs.

Second Preparatory

A. Plane Geometry.—Rectilinear figures and the circle. The demonstration of original propositions to be presented in writing accompanied by appropriate drawings. Text, Shutt's Plane and Solid Geometry, books 1 and 2.

Fall term, 5 hrs.

B. Plane Geometry.—Proportional lines and surfaces. Continuation of the preceding course; books 3 and 4.

Winter term, 5 hrs.

C. Plane Geometry.—A rapid review of the entire subject followed by the demonstration of original propositions. Shutt supplemented by other texts. Spring term, 5 hrs.

Third Preparatory

D. Solid Geometry.—Lines, planes, polyhedrons, cylinders, cones, and spheres. All original problems will be demonstrated in writing, accompanied with appropriate drawings and will be preserved in approved note book form. Text, Shutt, books 5-7, inclusive, supplemented by other texts.

Fall term, 5 hrs.

A. Arithmetic.—An advanced course requiring a ready knowledge of algebra and geometry. Laboratory methods.

will be freely used. Much attention will be given to the forming of the arithmetic rules from the algebraic generalization. Text, Lyman's or Beman and Smith's Advanced Arithmetic. Winter term, 5 hrs.

D. Algebra.—A review course. Special stress is laid on factoring, radical quantities, and the solution of quadratic equations. Text, Wentworth's College Algebra. Spring term, 5 hrs.

III.—GERMAN

The Preparatory study of German is two years in length. Students are carefully drilled in pronunciation and the rudiments of grammar. Emphasis is laid upon the following: (1) Use of the spoken language in the classroom. (2) Pronunciation. (3) Prose composition. (4) Reproduction.

This course lays the basis for higher work in the classics and literature in the college, but will be complete in itself in so far as it will aim to furnish a practical working basis that will be of distinct advantage for practical life and will give a reading knowledge of the language.

Second Preparatory

A. Becker's Elements of German.—Worman's First German Book and Mueller and Wenckebach's Gluck Auf.

Fall term, 5 hrs.

B. Becker's Elements of German.—Mueller and Wenckebach's Gluck Auf, Ford's Elementary German for Sight Translation.

Winter term, 5 hrs.

C. Becker's Elements of German completed, Mueller and Wenckebach's Gluck Auf, Ford's Elementary German for Sight Translation, Heyse's L'Arrabiata, Oral and Writing Exercises.

Spring term, 5 hrs.

Third Preparatory

D. Reviews in Elementary Grammar.—Study of Syntax and elements of Etymology. Prose composition based on texts read. Reproduction. Reading at sight from narrative prose. Conversation. The language of the classroom is German just as far as circumstances permit. Memorizing of poems continu-

ed. Kruger and Smith's German Conversation. Thomas' Practical German Grammar Part II. Bernhardt's German Composition. Storm's Immensee and Baumbach's Der Schwiegerie-sohn.

E. **Bernhardt's German Composition** continued and exercises in syntax from Thomas' Practical German Grammar. Readings will be selected from Wilhelm Tell.

Winter term, 5 hrs.

F. **Harris' German Composition** and exercises in syntax from Thomas' Practical German Grammar. Readings will be selected from Lessing's Minna Von Barnhelm and Freytag's Die Journalisten.

Spring term, 5 hrs.

IV.—ENGLISH

In this department the aim is (1) to master the laws of the sentence in Grammar; (2) to learn the elementary principles of discourse and acquire facility in composition; (3) to obtain a general knowledge of both English and American Literature. Since English is the avenue of thought no study is of more importance. Three full years of daily recitation in English are required of all who graduate from the Preparatory School.

Sub Preparatory

1. **Grammar.**—For the benefit of students who are deficient in English Grammar, instruction will be offered covering the work done in Eighth Grade of the public schools.

The Sentence as a whole, classes of Sentences, Thought Material, The Simple and the Compound Sentences. Text, Wisely's English Grammar.

Fall term, 5 hrs.

2. **Grammar.**—The Complex Sentence, the Noun, the Pronoun.

Winter term, 5 hrs.

3. **Grammar.**—The other parts of speech. Wisely's text completed.

Spring term, 5 hrs.

Note—The above courses are prerequisite to the following, and do not count for credits in the Preparatory School.

First Preparatory

A. **Academic Grammar and Composition.** This work follows grammar of the Eighth Grade, and is not a sub-

stitute for it. The parts of speech: Nouns, Pronouns, Adjectives, Verbs and Verbals. Text, Baskerville and Sewall, Classics: Silas Marner, Great Stone Face, Legend of Sleepy Hollow.

First term 5

B. Academic Grammar and Composition.—Continuation of Course A. Parts of speech completed. Analysis of the Sentence. Classics. Vision of Sir Launfal, short poems.

Winter term 5

C. Academic Grammar and Composition. Syntax, Classic, Ivanhoe.

Spring term 5.

Second Preparatory

A. Rhetoric. Exercises in Simple Composition, Narration, Description, Story-telling. Classics; Idylls of the King. Courtship of Miles Standish.

First term 5.

B. Rhetoric. Dictionary and Grammar. Rhetoric in Practice. Classics; Ivanhoe, House with Seven Gables.

Winter term, 5.

C. Rhetoric. Rhetoric in Practice continued. Classics; Merchant of Venice, Lady of the Lake.

Spring term, 5.

Third Preparatory

A. American Literature. Text, Painter's American Literature.

Fall term, 5.

B. English Literature. Text, Whiteford's Anthology, and Greenlaw's selections from Chaucer. Anglo-Saxon Poetry.

Winter term 5.

C. English Literature. The Elizabethan Era.

Spring term, 5.

V. LATIN LANGUAGE AND LITERATURE.

First Preparatory

A. Elementary Latin. Starting with the rudiments, the aim is to acquaint the student with all the regular forms and common constructions found in Caesar's Gallic War.

The text book used is *Bellum Helveticum*,—Lessons 1-45.

Fall term, 5.

B. Elementary Latin continued, *Bellum Helveticum*,—Lessons 45-90.

Winter term, 5.

C. Elementary Latin. The first part of Caesar Book 1 is read during the latter part of this course.

Spring term, 5.

Second Preparatory

D. Caesar, Book 2. This course is intended for those who have completed the course in Elementary Latin. Special attention is given to a review of forms and syntax,—exercises in prose composition based upon the text.

Fall term, 5.

E. Caesar, Books 3-4. The more difficult constructions of Caesar are studied, and further practice is given in prose composition.

Winter term, 5.

F. Caesar, Book 1. The latter part of Book 1, the war with Ariovistus is read. While forms, syntax, and prose composition continue to be studied, indirect discourse receives special attention. Students are required to change all the passages in indirect discourse to direct discourse.

Spring term, 5.

Third Preparatory

G. Cicero's Orations.—In Catilinam 1-4. This course includes translation, a review of forms and more difficult constructions, exercises in Latin Composition based upon the portion of text assigned in each lesson, and the history of the period.

Fall term, 5.

H. Vergil's Aeneid, Books 1-2. The work includes a study of prosody, word derivation, constructions peculiar to the poets, and the more common rhetorical figures.

Winter term, 5.

I. Vergil, Books 3-4. This course is a continuation of the work of the second term and lays emphasis upon elegance of translation, the mythology, and the literary style of Vergil.

Spring term, 5.

VI. HISTORY AND CIVICS.

Sub-Preparatory.

1. U. S. History. Text, Montgomery's Leading Facts.

Fall term, 5.

2. U. S. History. Course 1, continued to the close of the civil war. Winter term, 5.

3. U. S. History. Montgomery's text completed, with library and reference work. History of Oklahoma. Spring term, 5.

NOTE.—For the benefit of students who are deficient in history, the above courses, representing 8th grade in the public schools, will be offered. They are required of all students entering the Preparatory School. Credit will not be given on them for Preparatory work.

First Preparatory

A. Civics. Text, Analysis of Government, Townsend.

Fall term, 3.

B. Civics. Townsend's text completed. Constitution of Oklahoma, Evans-Bunn. Winter term, 3.

C. American History. An Academic course. May also be open for a review course to teachers. Text, Hart's Essentials.

Spring term, 4.

Second Preparatory

A. General History. This is a course in Ancient History, including Greece and Rome. Text West's Ancient World.

Fall term, 5.

B. General History. This will be devoted to Mediaeval History. Text Harding. Winter term, 5.

C. General History. Modern History, with completion of the subject. Text Harding. Spring term, 5.

VII.—DRAWING.

First Preparatory

A. B. and C. Mediums: Chalk, pencil, water colors.

Drawing from objects: Action figures from life.

Grouping: Mass, sketching, modeling of objects, animals, etc. Simple studies of design.

Patterns of type forms: Clippings and criticism of newspaper and magazine illustration.

Fall, Winter, and Spring terms, 1.

Second Preparatory

C. D. and E. Mediums: Chalk, charcoal, pencil, colors, clay.

Sketching from object: Casts, life and nature.

Wash drawings: Chalk modeling, pictorial composition.

Design, (working drawings of objects and original plans):
Modeling in low relief, study of masters and masterpieces in art.
Fall, Winter and Spring terms, 1.

VII.—SPECIAL DEPARTMENTS.

For electives in **Fine Arts, Music, Commercial Branches, Normal Studies and Oratory**, the student is referred to these Special Schools and Colleges.

EXPENSES.

Incidental Fees, \$2.00 per term. These fees are paid by all students. They cover, matriculation, use of library and reading room, etc.

PREPARATORY SCHOOL.**Tuition.**

Fall term, 14 weeks	\$16.00
Winter term, 11 weeks	12.00
Spring term 11 weeks	12.00

COLLEGE OF TEACHERS

First three years, tuition same as in Preparatory School.	
Fourth and Fifth years,	
Fall term	\$20.00
Winter term	15.00
Spring term	15.00

College
of
Business

College of Business

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President.

C. M. PRATER, B. S., M. ACCTS. Principal.

Bookkeeping, Banking, Corporations, Higher Accounting, Business Practice, Commercial Arithmetic, Rapid Calculations, Business Spelling, Business Correspondence, Penmanship, Commercial Law, Business English, and Civil Service.

V. OLIVE PRATER

Teacher of Stenography, Typewriting, and Civil Service.

LORA WHEATON GARRISON.

English Grammar.

MAUDE WAITE MARSHALL.

Arithmetite.

The Principal of the College of Business, in addition to his teaching, will superintend the work of his assistants. He expects to make this department thoroughly practical in every particular.

Preparatory Course.

For the benefit of those who have been out of school for some time and need review, and for those who are deficient in such studies as Grammar, Arithmetic, etc., we give a preparatory course. If the student is only "rusty," or deficient in one or two studies, he may enter upon a Business or Shorthand course at once, and join these preparatory classes and make up his deficiencies, and at no additional cost in tuition. This is one of the many advantages the student has here that he cannot get at any regular business college. These preparatory classes are taught by our regular college teachers.

Business Course.

The course in this department includes Book-keeping, Business Practice, Commercial Law, Penmanship, Rapid Calculations, Banking, Corporations, Higher Accounting, Business Correspondence, Commercial Arithmetic, Business English, and Business Spelling.

Bookkeeping and Business Practice.

Our course in Bookkeeping is very practical and interesting from beginning to end. It is presented in such a way that the student "learns to do by doing." He learns to do business as the world does it today. He is given five thousand dollars of the College Bank currency the day he enters upon his course, and he goes right into business just as he would with so much National currency. He buys a store, makes entries upon his journal, under his teacher's direction, of all purchases and sales he makes, consisting of twelve or fifteen different transactions perhaps the first day. Each day buying, selling, taking and giving notes, drawing drafts, discounting bills, etc., and making trial balances at the end of each set until he has gone through twenty different sets, and actually performed every phase of book-keeping from the simplest to the most complicated forms. Thus by actual experience he becomes skillful just as a man learns to be a carpenter by using saw and hammer and, guided by an experienced mechanic, builds houses.

When one transacts the business, he sees the reason for each entry made, for every note, draft, and business paper drawn. He goes to the source of the matter and learns the WHY as well as the HOW.

The usual time required to finish our business course is from four to six months.

Business Arithmetic.

The student is taught to make at sight all ordinary business computations relating to:

Extending and footing a bill of items.

Percentage and its applications, as profit and loss, trade discounts, commission and brokerage, etc.

Simple interest and other subjects in percentage, bank discount and true discount, or present worth, exchange, etc.

Computing interest when partial payments have been made.

Problems in partnership settlements, averaging accounts.

Rapid calculation in addition, subtraction, multiplication, cancelation, interest, discount, ready use of fractions, aliquot parts, and other short processes, is a daily exercise.

Work in bill-making, partnership settlements, and the like must be done as far as possible in the form of statements, on paper ruled by the students. Such work tends to increase largely the student's efficiency in the knowledge and practice of accounts.

A brief course in practical MEASUREMENTS is given to all students.

Business Writing.

A good handwriting is of great importance to those who are employed in commercial pursuits. It is indispensable to the bookkeeper or correspondent; no other accomplishment save typewriting is of more value to the stenographer.

The conditions precedent to the making of a good penman are a good eye—giving a clear conception of forms, a steady hand, ordinary intelligence, proper instruction, perseverance in practice, and good materials; that is, a smooth-pointed and rather flexible pen, ink that flows freely, and paper of good weight and surface.

Any student who is mentally and physically sound, who is willing to follow instructions—and work—can acquire a plain business hand while pursuing a business or shorthand course.

Commercial Law.

Ignorance of the law excuses no one. The purpose of this course is to protect the student from the anxieties and losses of lawsuits by acquainting him with some of the underlying principles of the law, and with the drawing of contracts and other business documents in simplest legal form and with the least verbiage consistent with clearness.

The chief object is to impart a thorough knowledge of those phases of the law that are of constant application in business life. Judicious discussion by the class, within proper limits, is always allowed. A reliable textbook is recommended for careful study.

Correspondence and Business English.

In our course Business English and Letter Writing are very essential elements. Our aim is to train students in clearness, facility, and individuality of expression. A detailed study is made of sentences and paragraphs and of the diction, structure, and style of the best models. Proper attention is given to the study of words, their spelling, meaning, and etymology.

One cannot be successful as a stenographer without a good knowledge of English—how to construct and paragraph, punctuate and capitalize, so as to fully develop and correctly express the thought of the writer. Therefore, we require daily work in grammar.

Spelling.

No one can be a successful stenographer who is not a correct speller. The lawyer, banker, or business man who gives dictation, expects the operator not only to get his exact words but to spell every word correctly. We require of those taking our courses, regular class work in spelling.

Shorthand and Typewriting Department.

This course includes Shorthand, Typewriting (Touch Method), Tabulating, Carbon copying, Punctuation, Machine

Dictation, Penmanship, Business Correspondence, Court Reporting, English Grammar, and Business Spelling, Office Work, and Legal Forms.

System of Shorthand

The public is not so much concerned in the system, but in the efficiency or degree of thoroughness with which a subject is taught. Every College, whether for business training or general education, should be judged by its merits and credited for what it actually does, by the success or failure of its students, their ability to hold positions and give satisfaction.

Our system of shorthand, The Legible, is so simple and yet so comprehensive that no intelligent student will have any trouble in becoming proficient in its use. While it is one of the most comprehensive and thorough systems known today, it is, without question, the most easily learned and applied. The fact that the Legible can be mastered in from three to six months, proves the statement that it is easily learned. That we have never had a single graduate fail to make good is substantial evidence that the Legible meets the most exacting requirements of the stenographic profession.

"Touch" Typewriting.

Typewriting is taught by the TOUCH SYSTEM. Under this method students learn the keyboard by the sense of touch and position. The eyes of "touch" operators follow their shorthand notes while their fingers play accurately upon the keyboard, just as the pianist finds the keys of that instrument while reading the music. The "touch" operator thus writes continuously, and gets a wonderful result in increased speed and the great amount of work turned out as compared with the "sight" writer, whose eyes are strained from the keyboard to the copy or note-book, and then from the copy back to the machine. Every operator knows that by these frequent changes of position much valuable time is lost, and for this reason the sight method is growing obsolete.

The demand for good stenographers is active at all seasons of the year and in all manner of employments—commercial, professional, and civil service. There is no waiting list of good stenographers, but more positions than applicants. This

is especially true of government service, both national and state, and the Civil Service Commissions are never able to supply as many competent stenographers as are wanted.

Civil Service Course in Bookkeeping, Shorthand and Typewriting

This course furnishes the instruction needed by those who would take competitive examinations for Government positions as Bookkeepers, Stenographers, and Typewriters.

Combination Course

This work includes all the work of both the BOOKKEEPING and SHORTHAND COURSES.

It is better to take both of these courses at the same time for the following reasons: Your chances for securing employment will be greatly increased, as you will be prepared to take a position as a bookkeeper or as a stenographer, or where they want a bookkeeper and stenographer combined. This, you see, gives you a chance at more than one position, where if you had only taken one course, you would have been prepared for but one kind of work. Your chances for rapid promotion are much greater when you have both courses; to take two courses at one time, costs you less than to take them separately, as we make a liberal discount where the courses are taken together. Nearly all bookkeepers are expected to do a part of the business correspondence—here, then, shorthand is indispensable, in noting down letters as they are dictated; the bookkeeper who is also a stenographer not only has his chances for employment doubled, but his superior usefulness is also sure of commanding a much higher salary.

Teachers' Course

This course enables those who desire to prepare themselves as teachers of Commercial Branches an opportunity to fit themselves in a highly satisfactory manner.

Post Graduate Work In Higher Accounting and Stenography.

Often we find students who have graduated from some schools that are not sufficiently prepared to do all kinds of work in their line, and this work has been arranged to suit their needs.

Correspondence Course in Shorthand

Our experience with the Mail Course in Shorthand and the growing demand for it has caused us to make a specialty of it. Our system of shorthand, The Legible, with its 24 rules, 9 contractions, and 10 word signs, with no exceptions to remember, is most wonderfully fitted to mail course work. You can take the shorthand four or five months through the mail and by carefully following instructions be able to finish the Mail Course.

The course, as given by correspondence, will enable one to do almost any kind of stenographic work.

If you are so situated that you can hardly spare the time to take a course of personal instruction, or you do not feel able to bear the expense of being here, but can give from one to two hours per day to our mail work, we, by all means, advise you to take it up. If, after taking the mail course, you should desire a course of personal instruction that would entitle you to one of our Shorthand diplomas, it ordinarily takes from one and one-half to two months for completion.

Where Mail Course students have a machine at their disposal, we give necessary instructions as to how to begin the operation of same.

Demand For Skilled Office Assistants

The demand for competent bookkeepers, stenographers and typists is increasing every day. The influx of capital into Oklahoma, and its investment in commerce, railroad and business corporations, make a constant demand for thousands of Bookkeepers and Stenographers. This demand will continue to grow with increase of population, capital and business enterprises in the new state.

Individual Instruction

Owing to the fact that we give individual instruction in all courses, the student may enter at any time and be classed according to his needs. Slow pupils are not rushed over something they do not understand, neither are apt pupils held back

with slow ones. Each student is allowed to progress just as rapidly as he can thoroughly master the work.

WORK IN THIS DEPARTMENT CONTINUES THE YEAR ROUND—NO VACATION DURING THE SUMMER.

Why Take a Course in Bookkeeping and Stenography

The good (?) old way was to learn by experience, a good teacher, but more expensive than a specialist. The customary pay of such apprentices has always been very meager, from \$2 to \$4 a week. Very few people who start in this way are paid more than \$12 a week, and most of them serve from five to ten years before reaching that figure.

This was the only way before the day of the special school. We might extend this comparison by detailing the experience of the boy or girl who begins in a dry-goods or grocery store, at from \$10 to \$20 per month, and who will probably never be paid more than \$50 per month.

On the other hand the young man or woman may devote from six months to one year to the earnest preparation by taking a course of study in our college of business and thus prepare himself or herself to undertake at once the duties of a bookkeeper, stenographer, or teacher of Commercial Branches, at a respectable salary, and for twelve months in the year.

In the meantime the men and women who conclude to start without training have been traveling the old dusty road of office boy or saleslady through a long tedious series of years and have earned barely enough to pay for their board and clothing. In other words they have lost, every year, more money in wages than is required to pay for the training which insures higher work and better pay.

Two Roads

We see there are two roads open to young men and women who contemplate entering business. One is to obtain employment, immediately, at a low salary and work for a future, which, granting it holds opportunity for advancement, they are unable to take advantage of, owing to a lack of technical training. The other road leads through our commercial de-

partment. There can be no question as to which offers the more pleasant journey.

There is no preparation offered which may be had in so short a time as accurate training for business, or which has such a probability of profitable return for the amount invested.

Where Technical Training Leads

The bookkeeper of today is the auditor or the certified public accountant of tomorrow. He frequently becomes a partner, or director in the corporation. A stenographer is nearly always the under-study to the President, managing director, or financial head of the business, and his natural successor.

The Demand for Practical Men

"When events find us ready and fitting," says Alice Grimley, "that is, so-called, luck. Fortune always finds those who are fitted. When fortune passes you by for another, you are not ready—that's ill-luck.

"All over the country we see, as it were, signboards reading, 'We want more practical men, men who know how to do things, not theoretical men, not men who can do things when they are told how, not men who can walk with crutches, but men who can stand on their own feet and act.

"Unless you are ready for your chance, the opportunity will do you no good. It will simply make you ridiculous. One great reason why so many fail is because they never prepare for success."—From an address by O. S. Marden, LL. D., Editor of Success.

We Want

Young men who are anxious to prepare for a better position.

Young women who desire to become self-supporting and independent.

Teachers whose salaries are not sufficient for support or who feel that their position is not suited to their tastes or talents.

Academic and college graduates who would like to add

thorough practical finish to their present unprofessional condition and thus equip themselves to manage their own affairs or, if necessary, to earn a living.

Parents, whose greatest concern is the welfare of their children, can not give a legacy that in after years will be more greatly appreciated than an education that teaches how to earn a living and install habits of industry and self support.

EXPENSES, COLLEGE OF BUSINESS

Incidental Fees, \$2.00 per term.

These fees are paid by all students, and cover matriculation, use of library and reading rooms, etc.

BOOKKEEPING COURSE

Tuition covers the following subjects:

Bookkeeping, Rapid Calculation, Business Arithmetic, Penmanship, Spelling, Office Drill, Business Correspondence, Business Practice, Commercial Law, Practical Grammar, Banking.

One month	\$12.00
Three months	30.00
Six months	50.00
Paid-up scholarship	60.00
Books	\$10.00 to \$12.00

SHORTHAND COURSE

Tuition covers the following subjects:

Shorthand, Typewriting, Mimeography, Indexing, Letter Filing, Spelling, Letter-Press Copying, Manifolded, Business Correspondence, Punctuation, Practical Grammar.

One month	\$12.00
Three months	30.00
Six months	50.00
Paid-up scholarship	60.00
Books	\$5.00 to \$7.00

COMBINATION COURSES

Including the following Combinations:

Business and Shorthand Courses.

One month	\$15.00
Three months.....	35.00
Six months	60.00
Twelve months	85.00
Paid-up Scholarship	100.00

NIGHT SCHOOL (ANY COURSE)

One month	\$ 5.00
Six months	25.00
Nine months	30.00

College
of
Music

School of Oratory
and
Expression

School
of
Fine Arts

College of Music

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President

REIN DYKSTERHUIS

Violin and Piano

ETHEL MAE HARRIS

Piano, Theory, Harmony, Composition and Music History

SAMUEL G. HART

**Voice Culture, Chorus, Choir, Normal Methods, Cantata, and
Glee Club**

*

Pipe Organ and Wind Instruments

OUR PURPOSE

We are planning to make the music college one of the strong schools in our University and we have exercised great caution in the selection of teachers.

Professor Dyksterhuis has enjoyed especial advantages and is one of the best equipped musicians in our country. Miss Harris came highly recommended. Professor Sherwood, a teacher of national reputation, was her instructor and speaks of her in the highest terms. She has made a fine record during the past year. Prof. Hart also brings splendid recommendations, and is expected to keep the department he represents up to its high standard.

* To be filled

Manner of Teaching

1. Students are taught individually, two half-hour lessons per week. Those who desire to specialize in music can take lessons more frequently.

2. Class lessons are also given. This method answers a very excellent purpose, in fact, it is frequently of greater benefit than private lessons, and lessens the cost of tuition to the student. A combination of both the private and class systems is the ideal plan.

Practice

Practice pianos are provided in sufficient numbers to meet the needs of the departments. Our pianos are all new and of the best grade for practice purposes. Students taking two lessons per week should practice at least two hours per day. Those who specialize in music can take as many practice hours as they may desire or as may be necessary. Students who take lessons on the violin will, of course, furnish their own instruments.

Pipe Organ

We are planning to put a pipe organ in our auditorium which will be available for the use of our music college. This organ will be used for giving lessons and for practice purposes as well.

PIANO DEPARTMENT

Miss Harris.

It being the object of the College of Music to train students in the various departments, according to some definite, well-regulated and scientific plan, the courses of study have been divided into different divisions, each division comprising several grades.

The course of study in piano has four divisions: I. Fundamental. II. Teacher's Certificate. III. Teacher's Diploma. IV. Post Graduate.

I.—Fundamental Course in Piano Playing Grades I-IV

Studies.

Every's Foundation Studies.
Etudes by Czerny, Gurlitt
Wolf and Tapper.
Heller Op. 47, LeDebut
Pfitzner.
Polyphonic Studies, Krause
op. 25.
Easier Compositions of Bach.

Pieces.

Gurlitt, Schytte, Tapper,
Bohm, Kussner, Kuhlau,
Sonatinas, Easier works of
Mozart, Hayden, Schumann,
Beethoven, C. P. E. Bach,
and of the best modern com-
posers.

Other requirements for the above course: Ear Training,
Sight Reading, Elementary Harmony.

II.—Teachers' Certificate Course Grades V-VI

Studies.

Czerny, Foote 20 Preludes.
Bach Two-Part Inventions.
Cramer-Buelow Studies.
Vogt and Eggeling Octaves.

Pieces.

Sonatas and other works of
the Classic and Romantic
Schools. Pieces by Haydn
Mozart, Beethoven, Schubert,
Schumann, C. P. E. Bach,
Von Weber, Chopin, Gorard,
Moszkowski and other mod-
ern composers.

Further requirements: Harmony Completed, Simple
Counterpoint through two-part writing, Harmonic Analysis,
Sight Reading continued.

III.—Teachers' Diploma Grades VII-VIII

Studies.

Foote, 9 Etudes, Clementi
Tausig, Chopin, Czerny Op.
740, Henselt and Moscheles
Op. 70.

Pieces.

Several of the larger works
of the Classic and Romantic
composers, Compositions of
the best modern writers,
Preludes and Figures from
Bach's Well Tempered Cla-
vichord.

Other requirements: Counterpoint completed, Harmonic Analysis, Musical Form, Sight Reading and two terms work in Free Composition.

IV.—Post Graduate

Grades IX-X

Studies.

Chopin, Henselt, Liszt, Rubinstein, McDowell, Joseffy and other writers.

Pieces.

Beethoven Sonatas, Op. 53, 57, 90; larger works of Schumann, Chopin, Schubert Brahms and others.

By Moskowski, Greig, Liszt Von Weber; concert pieces.

Other requirements: Composition, Canon and Fugue, and Sight Reading.

The length of time necessary to complete each division depends on the pupil's diligence, intelligence and will power. The student who satisfactorily completes even the first course is a musician whose ability will stand unquestioned anywhere. It is the intention to cover the ground thoroughly, and each instructor may be depended upon to do faithful work.

VIOLIN DEPARTMENT

R. Dyksterhuis

I. **Preparatory.**—Manner of holding the violin and bow, easy exercises in bowing and fingering. Selections from Meerts and De Beriot Violin School, also Schraedieck's Technical Studies. Sevcik's Schule der Violin Technik and the first two books of Kayser Op. 20. Major Scales (two octaves). Easy pieces in first and third positions. Special attention is given to acquiring a proper method of holding the bow and to the quality and breadth of tone.

II. **Intermediate.**—Schraedieck's Technical Studies and Sevcik's Schule der Violin; Technik Completed. Kayser Op. 20, Book III; Kreutzer Etudes; Major and Minor Scale and two octave Arpeggios. Solos by Bohm, Wieniawski, DeBeriot Dancia and others. Sonatas and the

easier concertos of Viotti and DeBeriot and Kreutzer; also practice in ensemble.

III. **Advanced.**—Etudes and Kreutzer, and Rode: Duets, Trios and Quartettes; Selected Solos; Sonatas and Concertos and Bach, Handel, Beethoven, Mendelssohn, Spohr, Viotti, Rode, DeBeriot, Wieniawski, Greig and others.

VOICE DEPARTMENT

Samuel G. Hart

In Voice Culture, no one method is strictly followed. The individual is carefully studied, individual needs sought out and the best suited method applied. Daily training in mechanical skill is insisted upon, not as the chief end, but as a very important means of making intelligent, musicianly singers.

I.

Primary tone and vowel work. Technical exercises for breath control, tone placing, sustained tones and true elgato. Elementary vocalises from Sieber, Concone, Voccai and others. Simple English and Italian Songs. Begin Sight-singing.

II.

Daily exercises for extension of voice, development of tone and flexibility. Study of embellishments and tone color. Vocalises in phrasing by Marchesi, Op. 3, Panofka, Op 8. Technical exercises and Study of Expression from Concone, Bonaldi, Lampetri and others.

Selections from English, German, French and Italian writers.

III.

Exercises for mechanical skill continued. Daily practice in Sight-singing.

Finishing exercises from the masterpieces of vocalization.

Study of interpretation. Study of the characteristic elements of national songs.

Selections from English and Italian opera and oratorio.

The Course in Theory

For Students in Any Branch of Musical Study

I. Fundamental.—Ear Training, Sight Reading, Elementary Study.

II. Teacher's Certificate.—Harmony completed. Simple Counterpoint through two part writing. Harmonic Analysis. Sight Reading continued.

III. Teachers' Diploma.—Counterpart completed. Harmonic Analysis. Sight Reading. Two terms work in Free Composition.

IV. Post Graduate.—Fugue. Composition. Sight Reading.

Concerts and Recitals

Students and patrons of the College will have an opportunity of hearing at least once a month a general recital. Once each term there will be a Faculty Recital.

Private recitals before invited audiences will be given each two weeks, on which occasions the younger and inexperienced students will have opportunity of appearing before others.

A Normal Course for Teachers

Lasting ten weeks, will be given the Spring term each year. This course is obligatory on all candidates for Certificates and Diplomas. The object of the course is to acquaint the teachers with the best ideas and methods, to familiarize them with the best material in all departments of musical culture, and explain its use and application in practical every day work.

In the violin and voice departments, diplomas will be granted to persons completing the prescribed course. In the piano department diplomas are given, and the degree of B. Mus. for the completion of the prescribed work. In all courses a public graduation recital is required.

Ensemble Work

Special attention will be paid to Ensemble Work, Sight-

singing, chorus work and class work in all departments will be taught.

Evangelistic Singing

Special attention will be paid to the training of evangelistic singers and leaders in church music. We expect to make this a very prominent and valuable feature in the work of our college of music.

Recitals

Music recitals will be given periodically in which the students of all departments of music will take part. The object of this work is to stimulate the students to put forth their best efforts, cultivating musical taste not only in the students in the music department but in the entire student body and to develop in the pupil that degree of confidence which is necessary to success.

Department of Wind Instruments

We have completed the organization of a University band and instruction will be offered in brass and reed instruments. Open air concerts will be given frequently which will afford pleasing diversion to the student body and will also be of great benefit to the members of the band. Private lessons will also be given on cornet, clarinet, trombone, flute and other wind instruments.

Summer School in Music

Arrangements will be made for a summer school of from one to two months after the close of the regular session and a course for the training of music teachers will be offered. A class in theory, harmony and composition will be provided. Private lessons on piano will be given and courses in violin and voice will also be offered.

School of Oratory and Expression

FACULTY

FLOSSIE SIDES CHRISTIAN, B. O.

Instructor in Oratory and Dramatic Art

O. L. LYON, B. O., Ph. D.

Instructor in Public Speaking

General Outline

The instruction of the Department includes a course in Public Speaking and one in Interpretative Reading. The former consists of Debate, the writing and delivery of Formal Orations, Extemporaneous Speaking, and Study of the Masterpieces of Oratory. The latter includes Study of Classic Plays, Elocution and Methods in Reading for Prospective Teachers, and the Presentation of Selections. Each course requires a thorough grounding in the basic principles of expression and strong work in English, with special emphasis upon Literature.

The aim of the work is to make natural readers and speakers. The stress put upon fundamentals will displace artificiality and imitation. Established principles are to be applied to choice selections by the pupil. Originality and interest in the interpretation of thought and emotion can only be secured within the circle of the student's experience. It is the blunder of the ages that words as hollow symbols, or that the form of the sentence without its meaning can educate. Neither can they supply the prompting impulses for voice and gesture. Im-pression and Ex-pression are two essential phases of the educative process. The former precedes but should not preclude the latter. To take in and not give out,

to be stimulated and not act, is like faith without works, dead. The powers of mind grow out of the different physical activities. The deaf and dumb and the feeble minded can be taught best through their muscles. A high order of education has been secured without sight and hearing but there is no example of it without motive power or where the motor area of the brain is undeveloped. This fact gives new importance to such subjects of the curriculum as drawing, penmanship, singing, social occupations, and manual training. It also adds new value to literature when used as subject matter for expression, as language is a more perfect vehicle of thought and feeling than painting, sculpture, or architecture. Hence, the Courses in Oratory are based upon strong parallel work in English. The mechanical structure of language must be mastered not before, but better along with the revelation of some of the classic elements of a selection, for structural analysis alone discloses these elements no better than a chemical analysis of tears would show their significance. The genuine impulses of literature must be gotten and allowed to dominate in all expression work. Responsiveness of voice and body is to be helped by exercises that strengthen the nerve centers of control.

Recitals.

Pograms will be rendered from time to time by those of the Department who do acceptable work. The Literary and Debating Societies of the University afford excellent opportunities for practice in public speaking and reading. Various oratorical contests for prizes will be held during the session.

Diplomas.

Students who complete prescribed work in either course and correlated work, as shown by marks of standing and quarterly examinations, will receive a diploma of graduation and the degree of Bachelor of Oratory.

Work in Classes.

Each of the two courses can be taken in class or by individual lessons, they both require special tuition. The.

principles of the subject are brought out in lectures and discussions. This prepares for, and is followed by, practice exercises in the art of applying them to the various styles of discourse with criticism by teacher and class. All work will aim to lead the student to determine for himself the manner of delivery rather than to copy.

COURSES OF STUDY.

The following subjects are required in regular course:

Physical Training.

Hygiene.

Discovery and correction of physical defects and mannerisms.

Relaxing and energizing exercises,

Harmonic Gymnastics.

For the acquirements of health, strength and grace of movement.

Voice and Diction.

Right modes of breathing.

Vocal Training.

English Diction. Phonetics.

Vocal Expression.

1. Means of Vocal Expression; studies in changes of pitch, inflection, range, subordination, tone, color, force, stress, phrasing, movement, rhythm, pauses and attack.

2. Modes of vocal expression.

3. The rendering of brief extracts to illustrate the means and modes of expression.

4. The reading and reciting of selections from good authors, training and practice in Oratory, extemporaneous speaking, and the rendition of scenes from classical dramas. Bible and Hymn reading.

PUBLIC SPEAKING.

One Year.—Prerequisite. First year in Interpretative Reading or equivalent.

1. **Argumentation.**—Nature, principles and practice of argumentation. Nature, kinds and tests of evidence. Brief drawing from noted debates. All debates from carefully prepared briefs. Classes divided into teams for debate. Oral and written work both required. Fall term, 4 hrs.

2. **Modern American Oratory.**—A mastery of the general principles of the fundamental kinds of oratory. Preparation and delivery of orations illustrating these kinds. Careful analysis of model orations in each kind of modern oratory. Winter term, 4 hrs.

3. **Extemporaneous Oratory.**—Principles underlying extemporaneous speaking. Topics assigned in advance for careful preparation, but the address **must** be constructed when the student is face to face with his audience. Buckley's "Extemporaneous Oratory" will be used. Spring term, 4 hrs.

Other required courses included in course for graduation in the School of Elocution and Oratory:

English	6 Terms
Shakespeare	2 Terms
Physiology	
Psychology	

School of Fine Art

FACULTY

KATE N. JACKSON

Art Theory, Practice History.

Plan of Work.

The work in the School of Art is planned for those who

desire art as a profession or an accomplishment, and for those who will apply drawing to their scientific work, or public school teaching. The time has come when drawing is recognized as a necessity for the successful study of botany, zoology, and sciences generally, and for teaching in public schools.

The special object is to cultivate the powers for observation and representation, of form and color, so that the student may lay a correct foundation for future work in art lines.

The regular course consists of work from life, nature, still life, and plaster casts in black and white and in colors, modeling in clay and casting in plaster designs and figures in low relief, the submitting of original sketches in the weekly composition class, and a course of reading in art history.

The purpose of this course is to give the student a broad, fundamental art training, which will fit him for whatever specializing he may do in his later art work. To the student desiring to fit himself for illustrating, it will prove of special value.

Equipment

The Art School has two beautiful, well-lighted and well ventilated rooms, one for work and one for display of work done. There is an atmosphere of beauty and refinement in the surroundings which is very conducive to true art-culture. The studio is well provided with plaster casts, still-life models and reproductions of masterpieces for study. The country closely surrounding the campus is ideal for an out-door sketching class; the most beautiful phases of nature are close at hand, inviting one's study.

Hours for Work

The Art rooms will be open all day so that students can work whenever they have time to do so.

The school will meet five days a week for three hours in the afternoon. Instruction and criticisms are given for the time full three afternoons each week, students putting up for

criticism studies made during the time when they worked alone. This plan is found to give students self-reliance and earnestness in their work such as they do not obtain when having help all the time, and it prepares them for the time when they must work alone.

All Art students will be given free tuition in the Art History class which meets one evening weekly. This class is very beneficial in creating interest in all that pertains to art and in making one familiar with the best work of the old masters. For the coming year the "History of Christian Art" will be studied by means of lectures and assigned readings.

Decoration.—A course of instruction is offered in Leather Sculpture in high relief or surface work, Pen Work on China, China Painting, Pyrography and other decoration work. Also, original designing of Wall Paper, Carpets, Cloth, Book Covers, Magazines, Laces, Etc., and the study of ancient and modern Architecture.

Industrial Art and Normal Drawing Course

(Purpose to fit teachers for public school drawing.) Two periods each week, Text-book: Prang Manual.

Clay Moulding, Kindergarten Construction work and Composition, Conventionalization of Natural Forms, Application of Units of Designs.

Mechanical Drawing

A course will be offered in free hand and mechanical drawing, geometric design and application, working drawings and the art of projection.

Art Lectures

Art lectures on history and theory will be provided for the students from time to time, and they may also have the benefit of special art lectures from time to time.

Exhibitions

The best work of the students will be exhibited at least twice each semester, when visitors will be invited to inspect it. At this time collective criticism of the students' work will be given, with recognition of good work by honorable mention.

Diploma

A diploma will be conferred upon students who have completed the full three years' course, which will comprise work from elementary drawing up to portrait painting. Students will be given full credit for work done in reputable art schools.

No student will be admitted for less than one term except on single lesson rates.

EXPENSES

Incidental Fees, \$2.00 per term.

These fees are paid by all students. They cover matriculation, use of library and reading room, etc.

COLLEGE OF MUSIC

Individual lessons: Two half hours per week

Tuition, Fall Term, Fourteen Weeks.

Piano, advanced	\$24.00
Piano, beginning, persons having taken less than 50 lessons.....	20.00
Violin, any grade	24.00
Voice, any grade	24.00

Class Lessons, Two Per Week.

Piano, three in class, 15 min. each.....	\$10.00
Voice, three in class, 15 min. each	10.00
Harmony	8.00
Sight-singing, two lessons per week	2.00

Wind or string instruments at moderate prices, depending upon the instrument.

Piano Rent.

Use of piano for each hour \$4.00

Tuition, Winter Term, Eleven Weeks.

Individual lessons: Two half hours per week.

Piano, advanced	\$18.00
Piano, beginning	15.00
Violin, any grade	18.00
Voice, any grade	18.00
Sight-singing, two lessons per week.....	1.50

Class Lessons, Two Per Week

Piano, three in class	\$8.00
Voice, three in class	8.00
Harmony	7.00

Piano Rent.

Use of piano for each hour\$3.00

Tuition, Spring Term, Eleven Weeks.

The same as Winter term; see above.

SCHOOL OF ORATORY.

Tuition, Fall Term, Fourteen Weeks.

Private lessons, two half hours per week....	\$24.00
Class lessons, two periods per day.....	24.00
Class lessons, one period per day.....	16.00
Special reading class, two periods per week..	5.00
Special class in Extemporaneous Oratory, one period per day	16.00

Tuition, Winter Term, Eleven Weeks.

Private lessons, two half hours per week....	\$16.00
Class lessons, two periods per day.....	16.00

Class lessons, one period per day	12.00
Special reading class, limited to ten, two periods per week	4.00
Special class in extemporaneous oratory, one period per day	12.00

Tuition, Spring Term, Eleven Weeks.

Same as Winter term.

SCHOOL OF ART.

Tuition, Fall Term, Fourteen Weeks.

Individual lessons in all branches	\$20.00
Three in class	8.00
Two in class	10.00
Drawing class, 3 hrs. per week	4.00
Preparatory class, 1 hr. per week, free to all students in the Preparatory School.	

Tuition, Winter or Spring Term, Eleven Weeks Each.

Individual lessons in all branches	\$15.00
Three in class	7.00
Two in class	8.00
Drawing classes, 3 hrs. per week	3.00
Preparatory drawing classes, 1 hr. per week, free to preparatory students.	

THE UNIVERSITY HOSPITAL

There has been erected during the past year, in connection with the University, a hospital which is intended to be the beginning of the contemplated Medical College of the University. It is the intention of the University in the near future to offer the first and second years in medicine, and the management has already negotiated with some of the best institutions of medicine and surgery for the purpose of securing recognition of our first and second year courses. The great advantage of such an arrangement to young men of limited means is manifest, as the University can certainly offer the first two years in medicine at much less expense than can a regular medical college.

The new Hospital is a beautiful structure of brick and stone, three stories, and has 35 rooms, so constructed that it can be easily enlarged. It was dedicated March 23, and has since been in constant service. The building is modern in every respect, having the hot water system of heating, spacious halls, fine ventilation, and full of light and sunshine.

It is equipped in a first class, scientific manner, and served by a full corps of trained nurses. In connection with the Hospital there is, in successful operation, a training school for nurses. Miss Bertha Stark has charge of this department. Miss Stark has had nine years' experience in this work, having been head nurse in the Wichita Hospital for three years and has accepted the position of superintendent of the University Hospital at Enid.

In the construction and management of the institution no means or pains have been spared to make it strictly first class and today we are proud to say that Oklahoma Christian University has one of the best hospitals in the state.

For further information, address University Hospital, Enid, Oklahoma.

General Information

1.—Examination

All students are required to take the examinations that come during the last week of each semester, and those who get 75 p. c. as an average for the term's work, including the examination, will be passed. Those who fall below passing grade may take a second examination after sufficient interval to give the student time for needed preparation.

2.—Entering or Leaving Classes

While large liberty is allowed to students in the selection of studies, yet the classification committee must pass upon the studies selected before the student enters classes. When once the student has enrolled in any class he is not permitted to drop out without the consent of the President and teacher in charge.

3.—Amount of Work

Sixteen recitation hours per week give the average student sufficient work. But three or four additional hours may be taken by strong students who have had good preparation. Not more than twenty hours can be taken without the consent of the classification committee and then only on condition that the additional hours be dropped in case the work is not satisfactory to the professors. Students desiring to take less than fifteen hours must also get the consent of the classification committee.

Students taking work in the special colleges and schools will be required to regulate the amount of their literary work by the amount of special work done.

4.—Private Examinations

Students who may, for any reason, fail to complete the work of a term in any study, may secure a private examination in such study, provided the teacher in charge is willing

to give it. A fee sufficient to compensate the teacher for his extra trouble must be paid.

5.—Advanced Standing

Students who wish to take advanced standing may do so by presenting satisfactory grades or statements from High Schools and higher institutions of learning, of good standing. When such grades or statements are not available the student may receive entrance examinations.

6.—Credits Needed for Classification

For Freshman ranking 225 preparatory credits.
preparatory and 120 higher preparatory.

For Sophomore ranking 48 additional College credits,

For Junior ranking 48 additional credits.

For Seniors ranking 48 additional credits.

For Graduation, 225 preparatory and 192 College credits.

Persons short on credits may enroll as follows:

As Freshman, short 4 credits; as Sophomore, short 3 credits ;as Junior, short 2 credits; as Senior, short one credit. In all cases the lacking credit must be made up.

7.—Recitation and Study Hours Standard Time

Day Hours—From 8 a. m. to 11:45 a. m., and from 1:15 p. m. to 3:30 p. m.

Night and Study Hours—Begin at 7:30 p. m. and continue until the student retires for the night.

Students are not permitted to engage in sport or to congregate in each other's rooms during recitation or study hours. All games on the athletic field are prohibited until after 3 p. m. and on Sunday.

Terms of Admission

Students coming from other institutions are expected to present evidence of honorable dismissal.

Diplomas granted by the best high schools are supposed to cover the work of the Preparatory School and entitle the student to Freshman ranking.

Students must complete the work of the term or make

arrangements that are satisfactory to the professors before taking up the work of a subsequent term.

8.—Chapel Attendance

Students are expected to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he can not afford to miss the advantage to be gained. Irregularity in chapel attendance will be indicated on reports sent home to parents. Unexcused chapel absence will affect the standing of the student with the faculty.

9.—Regularity in Attendance

Students should make it the rule of their school life to be very regular in attendance at recitations and all the required exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even a very few recitations detracts seriously from the student's standing. Students should be prompt and regular in attendance because they owe it to themselves, their fellow students and the Professors and because they will thereby form a habit that will bless them throughout life.

10.—Library and Reading Room

All students, including those of the Preparatory school, will find it necessary to use the library more or less. Department libraries are provided and the Professors of the various schools and colleges send their students to the library for a part of their preparation for class and for special investigation from time to time. In connection with the library there is a reading room, supplied with the leading magazines and dailies which students can use whenever they have spare moments.

11.—Diplomas

The graduates of any of the colleges and schools receive the University diploma upon the payment of the prescribed diploma fee.

Special diplomas or certificates are granted to those completing regularly formulated shorter courses.

Those completing the work of the Preparatory School re-

ceive a diploma which is equivalent to that granted by the best High Schools.

12.—Conditions of Admission

(1) The required tuition fee must be paid.

(2) A course of study must be selected, with advice and consent of the faculty, sufficient for constant and vigorous work.

(3) Non-resident girls will room in the Young Ladies' Hall, under the immediate oversight of the teachers and matrons. They may, however, by special permission, room with relatives, or in private homes, for purposes of self-board.

If the girls' home will not accommodate all of the young ladies special arrangements will be made for rooms in private families where several can room together, accompanied by lady teachers.

(See article elsewhere on ladies rooming out.)

(4) Young men will be permitted to select their own rooming place, subject to the approval of the faculty.

13.—Time to Enter

The best time to enter is at the beginning of the term or as near the beginning as possible. Students may, however, enter at other times, but it will be attended with some disadvantage.

EXPENSES

Tuition and room-rent are payable by the term in advance. We are compelled to make this an invariable rule because the school depends largely upon its tuitions for support and every dollar is needed. Even when all tuition is paid we have to supplement our receipts by gifts from the friends of the school and this will be true until we can secure an adequate endowment.

Incidental Fee, \$2.00 Per Term

This fee must be paid by all students. It is intended to cover the general wear and tear, breakage that can not be

traced to any individual, use of library and reading room, including periodicals and study hall.

PREPARATORY SCHOOL

Tuition

Fall Term, Fourteen Weeks	\$16.00
Winter Term, Eleven Weeks	12.00
Spring Term, Eleven Weeks	12.00

COLLEGE OF TEACHERS

First three years of course, tuition same as in Preparatory School; fourth and fifth years of course, tuition same as in College of Liberal Arts.

COLLEGE OF LIBERAL ARTS

Tuition

Fall Term, Fourteen Weeks	\$20.00
Winter Term, Eleven Weeks	15.00
Spring Term, Eleven Weeks	15.00

Laboratory Fees

Chemistry, per term	\$2.00
Zoology, per term	1.00
Botany, per term	1.00

COLLEGE OF THE BIBLE

Special fee in lieu of tuition, per term	\$5.00
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Note.—Special concessions to ministerial students in the matter of tuition are limited to four years. After that time expires, regular tuition will be charged.

Note 2.—Notes will be taken from ministerial students covering tuition minus the special fee. These will be cancelled if the student enters the ministry at the close of his college course and remains in the work for four consecutive years.

COLLEGE OF BUSINESS

Bookkeeping Course

Tuition covers the following subjects:

Bookkeeping, Rapid Calculation, Business Arithmetic, Pen-

manship, Spelling, Office Drill, Business Correspondence, Business Practice, Commercial Law, Practical Grammar, Banking.

One month	\$12.00
Three months	39.00
Six months	59.00
Paid-up scholarship	69.00
Books	\$10.00 o \$12.00

Shorthand Course

Tuition covers the following subjects:

Shorthand, Typewriting, Mimeography, Indexing, Letter Filing, Spelling, Letter-Press Copying, Manifoldng, Business Correspondence, Punctuation, Practical Grammar.

One month	\$12.00
Three months	39.00
Six months	50.00
Paid-up Scholarship	60.00
Books	\$5.00 to \$7.00

Combination Courses

Including the following combinations:

Business and Shorthand Courses.

One month	\$15.00
Three months	35.00
Six months	60.00
Twelve months	85.00
Paid-up Scholarship	100.00

Night School (Any Course)

One month	\$5.00
Six months	25.00
Nine months	35.00

COLLEGE OF MUSIC

Individual lessons, two half hours per week

Tuition, Fall Term, Fourteen Weeks

Piano, advanced	\$24.00
Piano beginning, persons having taken less than 50 lessons	20.00

Violin, any grade	24.00
Voice, any grade	24.00

Class lessons, two per week.

Piano, three in class, 15 minutes each	\$10.00
Voice, three in class, 15 minutes each	10.00
Harmony	8.00
Sight-singing, two lessons per week	2.00

Wind or string instruments at moderate prices, depending upon the instrument.

Piano Rent

Use of piano for each hour	\$4.00
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Tuition, Winter Term, Eleven Weeks

Individual lessons, two half hours per week.

Piano, advanced	\$18.00
Piano, beginning: persons, having taken less than 50 lessons	15.00
Violin, any grade	18.00
Voice, any grade	18.00
Sight-singing, two lessons per week	2.00

Class lessons, two per week.

Piano, three in class	\$8.00
Voice, three in class	8.00
Harmony	7.00

Piano Rent

Use of piano for each hour	\$3.00
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Tuition, Spring Term, Eleven Weeks

The same as for Winter term; see above.

SCHOOL OF ORATORY

Tuition, Winter or Spring Term

Tuition, Fall Term, Fourteen Weeks

Private lessons, two half hours per week	\$24.00
Class lessons, two periods per day	24.00
Class lessons, one period per day.....	16.00
Special reading class, two periods per week	5.00

Special class in Extemporaneous Oratory, one period per day	16.00
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Tuition, Winter Term, Eleven Weeks.

Private lessons, two half hours per week	\$16.00
Class lessons, two periods per day	16.00
Class lessons, one period per day	12.00
Special reading class, limited to ten, two periods per week	4.00
Special class in Extemporaneous Oratory, one period per day	12.00

Tuition, Spring Term. Eleven Weeks.

Same as Winter term.

SCHOOL OF ART.

Tuition, Fall Term, Fourteen Weeks.

Individual lessons in all branches	\$20.00
Three in class	8.00
Two in class	10.00
Drawing classes, 3 hrs. per week	4.00

Preparatory drawing classes, one hour per week, free to all students in Preparatory School.

Tuition, Winter or Spring Term, Eleven Weeks Each.

Individual lessons in all branches	\$15.00
Three in class	7.00
Two in class	8.00
Drawing classes, 3 hrs. per week	3.00

Preparatory drawing classes, 1 hr. per week, free to Preparatory students.

Diploma Fees.

Diploma from College of Liberal Arts	\$5.00
Diplomas from Special Schools and Colleges	3.00
Diploma from Preparatory School	2.00
Special Certificates, each	1.00

Reductions.

Students paying full tuition in the Special College and Schools, Music, Business, Art or Oratory, may take one study in the College of Liberal Arts at \$8.00 per term, or two studies for \$14.00.

Students taking full work in two of the Special schools of Music, Art or Oratory will receive 10 per cent discount on tuition of the special departments. Full work in the three Special schools, 20 per cent discount.

Two or more students from the same family, rooming and boarding in the University Dormitory, will receive 10 per cent. reduction on tuition, but no reduction on room or board. If one student is a young man and rooms outside, the rule will apply.

Students taking double work in one of the special schools of Music, Art or Oratory will receive 10 per cent. discount.

No reduction to students taking one special department and a literary course.

BOARDING DEPARTMENT

Rent of Room in Ladies' Hall; Two in a Room.

Fall term	\$20.00
Winter term	15.00
Spring term	15.00

One person may occupy a room whenever there are rooms to spare by paying one-half more room-rent.

The above prices include heat, light and care of Lady Principal.

Board at Cost

It is the policy of Oklahoma Christian University to reduce the expenses of the student to the lowest possible point, consistent with good service and the circumstances of the school. Our aim is to make it possible for young people in limited circumstances to secure an education. In the ideal University, "the rich and the poor meet together." To this end we have adopted the co-operative form of boarding. The University furnishes a roomy, well-lighted and well-ventilated dining room and

kitchen with the necessary store-rooms free of cost, and the students pay the cost of food and service. The average for the first term has been about \$1.75 per week for each student. We are perfecting plans whereby we expect to reduce the cost of board to \$1.50 per week for the coming year. Do you ask how this can be done? It is a simple matter.

Supplies will be bought in large quantities, giving us the advantage of wholesale prices and cash discounts. We expect to have our college farm equipped and stocked from which we expect to procure a large part of our dairy and poultry products as well as the greater part of our vegetables. We will keep on hand beeves and hogs and slaughter them as they are needed for the table. We believe we can give as good board for \$1.50 per week as is furnished by the average boarding house at a cost of from \$3.50 to \$4.50 per week. In this way students can save on board almost double the amount of tuition.

Some Questions Concerning Expenses Often Asked.

1. Do you refund tuition when students leave school before the close of the term?

Only in case of sickness; students who leave school on account of sickness before the term closes will be credited with the unearned tuition on a subsequent term. If they leave for any other cause the tuition for remainder of term is forfeited. Sickness for less than two weeks is not considered.

2. Are there any extra expenses?

Students must pay for their laundry, books and school-room stationary. Books and stationary are invariably sold for cash.

3. What are students who room in the ladies' home expected to furnish?

Students will be required to furnish their own sheets, pillow cases, blankets, and one thick comfort, also towels and napkins. These, as well as all articles of clothing, should be plainly marked with indelible ink.

4. Does it cost more to send a student to Oklahoma Christian University than to a state school?

We believe a student who is willing to practice economy

can go cheaper here than to the average state school. Our co-operative form of board saves more than the average cost of tuition and our students are free from the expenses incident to social clubs, fraternities and sororities to which students in most state schools are subjected.

SUNDRY MATTERS OF INTEREST

1.—Young Ladies Required to Room in Ladies' Hall

We require all young ladies from a distance to room in the Ladies' Hall unless they live with relatives or work in a private family for their board, and even then we reserve the right of veto, if conditions are not such as we can approve. The reasons for this rule are weighty. Young girls need the most careful oversight. We employ a competent Lady Principal who gives her whole time to the care of the young ladies and when they leave the premises they are properly chaperoned. They receive company only at stated times and in the parlor of the home. Their health is properly cared for. Much instruction is given to them along social and domestic lines. They are protected from the advances of unprincipled young men that are found in every city. In short, if parents hold us responsible for their daughters when they send them to our school, they must place them under our oversight and control.

2.—Time to Arrive-

Students should not arrive until a day or two before the term opens. They can do nothing but get settled in their rooms and this requires but little time. If students arrive several days before the term opens, having no employment, they are apt to get homesick.

3.—Visiting Home

Students who go away from home for the first time naturally get homesick. Parents are cautioned against allowing their children to visit home under those circumstances as that only aggravates the trouble. The best way to cure homesickness is to stay away from home until the trouble is over which usually requires but a short time.

4.—Spending Money

Students need very little money beyond what is required for tuition, board and books. Many parents make a serious mistake in this matter. Inexperienced boys and girls are very poor judges of the amount of money they ought to spend and some fritter away considerable sums in worse than needless ways. The less money students have to spend, the better off they are at school.

5.—Advantages for Self-Supporting Students

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people who have been deprived of the privilege of education by lack of funds.

There is no more desirable class of students than the young men and women who are ambitious for an education, and who have to depend upon themselves to secure it. They go to school not because they are sent, but because it is their desire to do so, and they know the value of time. It will be the policy of Oklahoma Christian University to assist in every way possible this worthy class of young people. We are glad to announce the following possibilities open to self-supporting students:

(1) The University Farm

Our Board has secured 160 acres of excellent farming land, a short distance east of the college campus. The dairy and poultry industries, and fruit and vegetable farming will be carried on. A limited number of students will be given a chance to work one or more hours per day, at a modest remuneration. This work has not yet been started but will be commenced as soon as the necessary funds can be secured. We hope to be able to do this by the opening of the next session or soon after.

Students who are compelled to work will be given the preference.

(2) Other Forms of Work

We will try to throw as much work into the hands of the students as possible. Some forms of janitor work can be

placed in their hands, monitor service and dining room work can also be done by students to some extent and in a prosperous city like Enid different kinds of work can be found that students can profitably do.

6.—Religious Advantages

(1) The Churches of Enid

Enid is well supplied with churches. Nearly all of the leading Christian bodies are represented. Students are expected to attend church regularly and they are urged to attend Sunday school because of the large amount of valuable information to be gained.

(2) Student Volunteer Band

We believe that the University should inculcate the Missionary Spirit. We have a number of young men and women who are preparing themselves for service on the foreign field. They have organized a "Student Volunteer Band."

(3) Mission Class

Under the direction of Prof. Marshall a mission class of over a hundred has been organized. This is, probably, the second largest class in the world. Great enthusiasm is manifested.

(4) Christian Associations

We place a high estimate on the work of the Y. M. C. A. and Y. W. C. A. The Y. W. C. A. have already organized, and we hope a Y. M. C. A. will soon be formed. This work is undenominational in character. Its object is to promote spiritual growth and earnest consistent Christian life. The Bible class work is especially valuable.

(5) Ministerial Association

A ministerial association has been formed, composed of students preparing for the ministry. Much can be accomplished by discussing themes relating to church work, delivering sermons and writing papers on practical church problems.

(7) Athletics

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University will at all times encourage the student to participate in college sports and exercises for the purpose of building up the physical man. The young women will have daily exercise. The young men have organized an athletic association, and much interest is being taken in outdoor sports.

(8) The University Band

During the past year a band of 25 members was organized, fully equipped with brass and reed instruments. Splendid progress has been made. New students who own instruments are requested to bring them when they enter the University next fall.

(9) Expenses at a Minimum

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the fullest sense. To this end the expenses will be kept to the lowest possible point. Until the school is endowed tuition fees in all the schools and colleges except the Bible College must necessarily be charged, but they will be made as low as possible.

(10) Discipline

The discipline proceeds upon the assumption that we are dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. We do not treat students as children, but rather as young men and women who are responsible, in large measure, for their own conduct. We do not burden them with many rules, but expect each one to be a law unto himself, because he has arrived at that age when he is governed on the high ground of principle. The few regulations that we have are intended chiefly as reminders of matters of propriety, that grow out of our community life as a University, that might otherwise be overlooked, even by well meaning students.

We shall always try to exercise due care over the habits and morals of students, but we shall expect our success to lie

rather in our co-operation with the student than in the exercise of arbitrary control over him. Students in all the colleges and schools of the University are under the same general regulations.

(11) **Morals**

It is not an uncommon thing for a student to retrograde morally while he advances intellectually. We will make it our business to care for the character of students as well as for their instruction in a literary way. We will aim to guard the morals of the students by wholesome advice, wise counsel, and by throwing around them proper restraints.

(12) **The Aristocracy of Merit**

In the University the rich and poor should meet together on a common level. Character and conduct, not clothes and money, should determine the students standing. The self-supporting student should hold as high a place in the regard of his fellow students as the student who is lifted above the necessity of physical labor while in college. It will be our aim to discourage the class spirit and make the University truly cosmopolitan in its social temper.

(13) **A Word to Teachers**

Teachers. All teachers are required to report at the University at least one day before the opening of the term, so that they may be ready to welcome the new students that arrive and be in a position to consult with students concerning their class work. During the first few days of each term all teachers are expected to be in their class rooms during the entire days so as to be readily accessible to students. It is furthermore required that all teachers remain until the last day of each term, and to hold the students in their work until the close. If some classes close the work before others it has a tendency to demoralize the school.

(14) **A Word to Parents**

Often times parents, at the solicitation of their children, make requests of us that are very detrimental to the students' progress and standing.

(1) Students often ask parents to allow them to visit other students and to visit other cities to hear lectures and attend entertainments of various sorts. This is very detrimental to the student's progress. We hope parents will be very cautious about giving their children permission to leave the school while work is in progress.

(2) Parents should see to it that their children are present on the first day of each term so they may be regularly enrolled and enter class work when it starts. When they come in several days late they work at a disadvantage and are thus often discouraged. Students should also be required to remain until the last day of school and when they write to their parents asking permission to come home two or three days or maybe a week before the term closes, this request should not be granted. The last week of the term is very valuable. It is examination week and serves to clinch the work of the term. We will not allow students to leave before the close of the term except under pressing circumstances.

(15) A Word to Students

The earnest, faithful student will receive every encouragement. Labor for yourself, work for your school and be helpful to your fellow students, and you will never lack friends.

ENDOWMENT AND OTHER FINANCIAL ASSISTANCE

1.—Endowment a Necessity

There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or schools that appeal to a very large constituency and offer but a limited range of study, can be supported on tuition. But for a college or university to be thus supported is manifestly impossible. The character and size of the faculty required, the costly equipment necessary, and the wide field of elective study that must be offered in this day make the expense so great that they can not be met by tuition fees without lifting education out of the reach of four-fifths of the young people of

our country. An endowment or its equivalent in some form must consequently be provided.

(2) Temporary Endowment Fund

Last fall, realizing that no school of standard Collegiate grade, much less a University, can be maintained by tuition fees, a movement was set on foot to secure a current expense fund for a period of five years while a permanent endowment was being secured. The President of the school, assisted by William LeMay, undertook this work. A series of Educational Rallies has been given in Northern Oklahoma and Southern Kansas, and after the work has been thoroughly presented by means of map and charts, a personal canvass has been made. The results have been most encouraging. The messengers have been received with open arms and great enthusiasm has been awakened. The pledging for the work has been very general. It is safe to say that nine out of every ten persons approached have responded favorably. The actual time in the field covers less than four months and the total amount pledged up to March 1st approximates \$35,000. Recently Prof. Reiter has been given leave of absence for the second semester of the year and he is now in the field assisting in the work. By April first we will have completed the current expense fund and will then turn our whole attention to the raising of a permanent endowment.

(3) Permanent Endowment

Having nearly completed the temporary endowment, it now behooves us to place behind this institution a permanent endowment sufficient to insure its perpetuity for all time to come. One hundred thousand dollars endowment ought to be given to this work by the time we celebrate our Centennial in Pittsburg next October. Every friend of education in the great southwest should count it a joy to have fellowship in such a work as this. Such an opportunity for investing money for the Lord has seldom been offered.

We would be glad to name this institution for some great benevolent soul, who will place behind it a hundred thousand dollars as the beginning of an endowment, and thus pre-

petuate his name as an example to the latest generation of men. We ask no one to endow a hope, or an aspiration, or a theory; but a solid, existing concrete fact, one of the most potent, suggestive and encouraging that has come to pass in our history as a people.

Our motto is \$100,000 of permanent endowment by the time of our Centennial celebration in Pittsburg. If some good brother would start us with \$25,000 the success of the undertaking would be assured.

(4) **Homer T. Wilson**

There is no one better or more favorably known to the people of the Southwest than Homer T. Wilson. As a lecturer and evangelist he enjoys a most enviable reputation. His name has come to be a household word. He has accepted the position of financial Secretary of Oklahoma Christian University, and his purpose is to make this the crowning work of his life. This work is of such vast and far-reaching importance that he feels called upon to forego all other plans and to devote himself to it with a singleness of purpose and effort. He recognizes the crisis that is upon us as a people and he believes that the establishment of a great school in the middle Southwest will be one of the strongest possible factors in the solution of our ministerial problem. He considers this work worthy of his best efforts and of any sacrifice he can make. He brings to this work a training and experience of the highest value.

He has long been known as the friend of young people and especially of the poor young man who is struggling to rise. One of the chief attractions to him in this work is the opportunity that it will afford him to help earnest, aspiring boys and girls. He is also strongly attracted to this work by the fact that he believes that here at Enid one of the greatest general schools and one of the largest Bible Colleges of the disciples of Christ can be built up.

He will travel extensively through the middle Southwestern states in the interest of the school. He will hold Educational Rallies in many of the leading towns and cities, and from the public platform and in private he will present the great cause that he has espoused. It is unnecessary for us to bespeak for

him a cordial welcome. We feel sure that the people everywhere will receive him with open arms and lend him the financial assistance that the cause that he represents merits. His splendid platform ability will make him a welcome visitor in every place and the importance of his work will secure for him a warm reception in every home.

(5) Help for Our Library

We invite the attention of any friend of education who would like to see high grade work done in Oklahoma Christian University, to the opportunity offered of doing a most valuable thing for hundreds of worthy young people, by making a liberal donation to the library fund of the school. It is hard to see how a few thousand dollars could be invested to better advantage. Why will not some person take the library for his special work, put in two or three thousand volumes to begin with, allowing us to select the books in such a way as to meet the wants of the various departments, and then add to this year by year a few hundred volumes until a great library shall be built up? Why will not some church take up this work as its specialty? We will gladly name the library for the church or person who will undertake this work.

Another opportunity lies in the line of laboratories and philosophical apparatus. Will not some friend of scientific or philosophical study equip one or more of these?

(6) What People of Large Means Can Do

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more of the following things:

(1) Give a large sum for permanent endowment. Every friend of the school should have a part in this to some extent.

(2) Adopt the library as your special work.

(3) Establish one or more of the laboratories.

(4) Build a gymnasium and thus encourage physical development.

(5) Erect a building for the Preparatory School.

(6) Adopt the college farm as your special line of benevolence.

(7) Be one of fifty persons to give \$100 per year for five years to equip and support the school.

(7) What People of Limited Means Can Do

(1) Give a small sum for permanent endowment.

(2) Give some of your time in some helpful form of work.

(3) Be one of a large number to give in sums ranging from \$5 to \$50 per year for five years.

(8) What Preachers Can Do

(1) Encourage your church to make an annual subscription to the work.

(2) Urge your church to observe educational day every year; preach a sermon on education.

(3) Send your young people to the school.

(4) Occasionally visit the school and kindle your enthusiasm by seeing the great work in progress.

(5) Distribute the literature that may be sent to you from time to time.

(6) Send in lists of names of prospective students.

(7) Use your influence to induce the young people of your acquaintance to attend the school.

(8) Speak good words for the school and pray earnestly and continually for God's blessing upon it.

(9) Entreaty.

We entreat you by the mercy of God and the love of your fellow men, do not let a year go by without doing something for this great work.

(10) Prayer.

"May the beauty of the Lord our God be upon us, and establish thou the work of our hands upon us: Yea the work of our hands establish thou it."

Register of Students

Candidates for the Degree A. M.

Garrison, Lora W. (A. B., Oklahoma Christian University, '08)	Oklahoma
Smith, Mart Gary (A. B., Texas Christian University, '06)	So. Carolina

Candidates for the Degree A. B.

Hargrove, Frank H.	Missouri
Hodge, Orville	Missouri
Schenk, Lilian G.	Missouri
Schenk, Elmer W.	Missouri
Shane, William L. E.	Texas
Taylor, Claude C.	Missouri
Underwood, Elmer	Missouri

College of Liberal Arts

Aikins, Arthur J.	Oklahoma
Anderson, Chancy S.	Oklahoma
Anderson, T. S.	Oklahoma
Barnes, Arthur E.	Oklahoma
Biggs, John Q.	Missouri
Boren, Isaac	Kansas
Burkhart, Charles A.	Missouri
Chenworth, Alta G.	Oklahoma
Crain, James A.	Texas
Crain, Beatrice	Oklahoma
Davison, Emmett	Oklahoma
Dobson, Edwin	Oklahoma
Dotson, Nellie	Oklahoma
Dunworth, Mabel	Oklahoma
Etheridge, Roy	Oklahoma
Funk, Charles H.	Louisiana
Ganoe, James H.	Iowa

Garrison, Lora W.	Oklahoma
Gasaway, Emory F.	Oklahoma
Gordon, James E.	Pennsylvania
Hargrove, Frank K.	Missouri
Heck, Oscar	Oklahoma
Hodge, Orville	Missouri
Hutton, S. Ward	Colorado
Lash, Frank	Oklahoma
Legg, Ralph Waldo	Oklahoma
Lyon, Eric Ross	Illinois
Mers. James E.	Oklahoma
Munch, Perrill	Oklahoma
Nelson, John A.	Kansas
Reese, William	Kansas
Rehorn, William S.	Oklahoma
Sater, Archie G.	Oklahoma
Scates, Walter G.	Oklahoma
Schenk, Elmer W.	Missouri
Schenk, Lilian G.	Missouri
Shane, William L. E.	Texas
Shirley, Otto	Kansas
Smith, Andrew G.	Nebraska
Smith, Mart Gary	Texas
Snapp, Lloyd E.	Kansas
Taylor, Claude C.	Missouri
Taylor, Elbert A.	Missouri
Tharp, Charles A.	Texas
Underwood, Elmer	Missouri
Woodward, George W.	Illinois

College of the Bible

Aikins, Arthur J.	Oklahoma
Arbuthnot, William	Wisconsin
Barley, Samuel H.	Oklahoma
Barnes, Arthur E.	Oklahoma
Barnett, Herbert P.	Kentucky
Beardsley, Frank H.	Illinois
Biggs, John Q.	Missouri
Biggs, Zona	Missouri

Boren, Isaac A.	Kansas
Bowman, Harry L.	Oklahoma
Burkhart, Charles A.	Missouri
Chandler, Gilbert E.	Australia
Cook, Paul	Oklahoma
Crain, James A.	Texas
Crain, Beatrice	Oklahoma
Crew, James W.	Oklahoma
Campbell, A. Wells	Oklahoma
Davison, Emmett	Missouri
Dobson, Edwin	Oklahoma
Doebbeling, Lydia	Oklahoma
Edwards, Everett	Oklahoma
Engle, N. Ferd	Colorado
Etheridge, Roy	Oklahoma
Evans, Fred	Oklahoma
Friend, Walter G.	Oklahoma
Fry, Mabel C.	Oklahoma
Funk, Charles H.	Louisiana
Garrison, Lora W.	Oklahoma
Gasaway, Emory F.	Oklahoma
Ginter, Byron A.	Oklahoma
Gordon, James A.	Pennsylvania
Hargrove, Frank K.	Missouri
Harmon, John H.	Missouri
Hibbs, Carl G.	Colorado
Hodge, Orville	Missouri
Horne, Samuel H.	Oklahoma
Hutton, S. Ward	Colorado
Kirtley, Charles	Oklahoma
Lash, Frank	Oklahoma
Legg, Frank Waldo	Oklahoma
McDaniel, George P.	Missouri
McGuire, Samuel B.	Missouri
Meece, Thomas J.	Missouri
Melton, Henry	Missouri
Mers, James Errett	Oklahoma
Needham, Justin J.	Missouri
Nelson, John A.	Kansas

Reed, Ernest	Illinois
Reese, William L.	Kansas
Rehorn, W. S.	Oklahoma
Rowe, Fred	Illinois
Roberts, Jr., W. S.	Louisiana
Sater, Archie G.	Oklahoma
Scates, Walter G.	Oklahoma
Schenk, Elmer W.	Missouri
Schenk, Lilian G.	Missouri
Shane, William L. E.	Texas
Shirley, Otto	Kansas
Shirley, Emma	Kansas
Smith, Andrew G.	Nebraska
Smith, L. Roy	Oklahoma
Smith, Mart Gary	So. Carolina
Snapp, Lloyd E.	Kansas
Taylor, Claude C.	Missouri
Taylor, Elbert A.	Missouri
Tharp, Charles A.	Texas
Underwood, Elmer	Missouri
Whiting, James	Nebraska
Wofford, Mattie	Oklahoma
Woodard, George W.	Illinois
Woods, Harry M.	Kansas
Yewell, Malcom B.	Kentucky

Prepaatory School

Allen, Lloyd	Oklahoma
Allen, William H.	Oklahoma
Anderson, Grace	Oklahoma
Appley, Frances	Kansas
Arbuthnot, William	Wisconsin
Athey, Roy	Oklahoma
Atkins, Christiana	Oklahoma
Atkins, Edward	Oklahoma
Atkins, Grace	Oklahoma
Bailey, Mildred	Oklahoma
Barley, Samuel H.	Oklahoma
Beardsley, Frank H.	Illinois

Bernheisel, Maude	Oklahoma
Berry, Ralph	Oklahoma
Blackman, Will	Oklahoma
Blakeslee, Opal	Oklahoma
Blakeslee, Harriet	Oklahoma
Boecher, Katherine	Oklahoma
Boecher, Lee	Oklahoma
Bowlin, Mable	Oklahoma
Brisby, Cassie	Oklahoma
Bruce, Blanche F.	Oklahoma
Callaway, Maple	Oklahoma
Champion, Pauline	Oklahoma
Charlton, Artie	Oklahoma
Charlton, Ettie	Oklahoma
Charlton, John I.	Oklahoma
Cleveland, Austin	Oklahoma
Cleveland, Maude	Oklahoma
Cook, Paul	Oklahoma
Crew, James W.	Oklahoma
Crews, Guy M.	Oklahoma
Dean, Ethel	Oklahoma
Doane, Verne	Oklahoma
Doebbeling, Lydia	Oklahoma
Dotson, Nellie	Oklahoma
Easterly, Gertrude	Oklahoma
Eby, Urban S.	Oklahoma
Edwards, Everett	Oklahoma
Ellington, Roy	Oklahoma
Engle, Frank B.	Colorado
Evans, Fred	Oklahoma
Fink, Hazel	Oklahoma
Fountain, James	Oklahoma
Friend, Walter G.	Oklahoma
Fry, Mabel C.	Oklahoma
Gailey, Eva	Oklahoma
Gibbons, Elizabeth M.	Kentucky
Ginter, Byron A.	Oklahoma
Goode, Bonnie	Oklahoma
Guy, Chas. M.	Oklahoma

Guthrie, Lester	Oklahoma
Hall, Vina	Oklahoma
Hamm, Ruth	Oklahoma
Hanson, Agatha V.	Oklahoma
Harder, Emma L.	Missouri
Harmon, John H.	Oklahoma
Harp, Roy	Oklahoma
Hays, Everett E.	Oklahoma
Hays, Harry	Oklahoma
Hays, Roy	Oklahoma
Hayen, Harry	Oklahoma
Heffner, Helen	Missouri
Heffner, George	Oklahoma
Hendrickson, Harriet	Oklahoma
Hendrix, Donna	Oklahoma
Hendrix, James V.	Oklahoma
Holmes, L. Irene	Oklahoma
Hunter, Georgia	Oklahoma
Hyten, Letha G.	Kansas
Jewett, W. Roy	Kansas
Johnson, Clinton	Oklahoma
Kirtley, Charles	Oklahoma
Langston, Pearl	Oklahoma
Legg, Garl	Oklahoma
Legg, Ralph W.	Oklahoma
Lovell, Lyman	Oklahoma
Luft, Lionel	Oklahoma
Marshall, Elma M.	Minnesota
Mason, Martha	Arkansas
McCarty, Claude	Oklahoma
McCarty, Elva	Oklahoma
McCaughey, Emmett	Oklahoma
McCaughey, Loraine	Oklahoma
McCullough, Vernon M.	Indiana
McDaniel, George P.	Missouri
McGuire, Samuel B.	Oklahoma
McMillan Irma	Oklahoma
McQuilkan, Chas. F.	Oklahoma
Meece, Thomas J.	Missouri

Melton, Henry	Oklahoma
Mers, James Errett	Oklahoma
Miller, Arnold H.	Oklahoma
Myers, Jesse L.	Oklahoma
Needham, Justin I.	Missouri
Page, Claudia Z.	Ohio
Palmer, Temple	Texas
Payne, Clyde	Oklahoma
Payne, Effie	Oklahoma
Payne, Ella	Oklahoma
Peavey, Claude	Oklahoma
Pinkerton, Verna	Oklahoma
Reed, Ernest	Illinois
Richardson, Arahel	Oklahoma
Ricker, Claude L.	Oklahoma
Robertson, Curtis	Texas
Rude, Lela	Oklahoma
Russell, John	Oklahoma
Sears, Merle G.	Oklahoma
Shockley, Milton	Oklahoma
Shoemaker, Elsie	Oklahoma
Shoemaker, Julia	Oklahoma
Shultz, Arthur C.	Oklahoma
Silvers, Edith	Oklahoma
Simpson, Cleophas	Oklahoma
Smith, C. Clyde	Oklahoma
Smith, L. Roy	Oklahoma
Spalding, Charles L.	Oklahoma
Spalding, Edward	Oklahoma
Spalding, Isaac	Oklahoma
Spalding, John	Oklahoma
Spurgeon, Chas. G.	Oklahoma
Sterritt, Irl	Oklahoma
Thomas, Lulu	Oklahoma
Thompson, Freda	Oklahoma
Tull, John E.	Oklahoma
Urban, May	Oklahoma
Wickliffe, A. W.	Oklahoma
Williams, Dixie	Oklahoma

Williams, Flora	Kansas
Woodring, Ruby	Oklahoma
Wolfe, Chester	Oklahoma
Wright, Roy B.	Oklahoma

College of Business

Calloway, Carl	Oklahoma
Chamness, Maude L.	Oklahoma
Bellati, Paul	Oklahoma
Coker, Edith	Oklahoma
Eby, Noda W.	Oklahoma
Friend, Grover	Oklahoma
Gordon, Bessie M.	Oklahoma
Gilmore, Frances	Oklahoma
Hart, Claud V.	Oklahoma
Heffner, Ben	Missouri
Hobson, Georgia	Oklahoma
Holmes, Fred S.	Oklahoma
Imlay, Rosa	Oklahoma
Johnson, Levi	Oklahoma
Kowalski, Joseph B.	Oklahoma
Needham, Bertha R.	Missouri
Needham, Elsie M.	Missouri
Norris, May	Oklahoma
Pickard, Nellie Z.	Oklahoma
Prater, Walter C.	Texas
Reser, Charlie	Oklahoma
Richardson, Bessie V.	Oklahoma
Rude, Lela	Oklahoma
Shaw, Enos	Oklahoma
Shockley, Edwin H.	Oklahoma
Shoemaker, Julia	Oklahoma
Smith, Edgar	Oklahoma
Spalding, Roscoe H.	Oklahoma
Stebbins, Harrison	Oklahoma
Thomas, Sadie	Oklahoma
VanWie, Lloyd	Oklahoma
Williams, Charles P.	Kansas

Whetstone, J. J.Mississippi

College of Music

Anderson, Chancy S.Oklahoma
 Anderson, Mrs. CatherineOklahoma
 Appley, FrancesKansas
 Asher, HarrietOklahoma
 Asher, Nell A.Oklahoma
 Athey, RoyOklahoma
 Bailey, Eva JaneOklahoma
 Benton, PhillipOklahoma
 Bernheisel, MaudeOklahoma
 Biggs, ZonaMissouri
 Bowlin, CassieOklahoma
 Brown, BessieOklahoma
 Brown, Mrs. M. L.Oklahoma
 Buckles, MabelOklahoma
 Bullock, MyrlOklahoma
 Butin, CarrolOklahoma
 Carrier, EllenOklahoma
 Castle, Fern E.Oklahoma
 Cleveland, MaudeOklahoma
 Chandler, Gilbert E.Australia
 Cook, Mrs. JohnOklahoma
 Cotton, CecilOklahoma
 Danley, LoganOklahoma
 Dean, EthelOklahoma
 Dickinsheets, EunaOklahoma
 Dodd, ErnestineOklahoma
 Duella, Eugene A.Oklahoma
 Dunworth, IrmoOklahoma
 Dunworth, MabelOklahoma
 Evans, ValeriaOklahoma
 Faubion, Enid B.Oklahoma
 Fauroot, PeralOklahoma
 Fink, HazelOklahoma
 Frantz, Alice MaurineOklahoma
 Friend, Walter G.Oklahoma
 Fry, Mabel C.Oklahoma
 Funk, Charles H.Louisiana

Ganoe, Charles	Iowa
Ganoe, James H.	Iowa
Goode, Bonnie	Oklahoma
Gist, Manfred	Oklahoma
Goff, Arta	Oklahoma
Gordon, Minne B.	Oklahoma
Green, Lucile	Oklahoma
Hall, Eleanor	Oklahoma
Harrison, Gladys E.	Oklahoma
Hart, Elizabeth	Oklahoma
Hartley, Dora M.	Oklahoma
Hartley, F. Maud	Oklahoma
Hayden, Irene	Oklahoma
Hayen, Harry	Oklahoma
Hendrickson, Harriet	Oklahoma
Holdridge, Ernestine	Oklahoma
Holdridge, Lake E.	Oklahoma
Holmes, Miss	Oklahoma
Hutton, S. Ward	Colorado
Hyten, Letha G.	Kansas
Jacoby, Mora	Oklahoma
Jewett, W. Ray	Oklahoma
Kilborn, Bessie	Oklahoma
Langson, Pearl	Oklahoma
Logan, Ina L.	Oklahoma
Looper, M.	Oklahoma
Lovell, Lyman	Oklahoma
Maroney, Hugh	Oklahoma
Marsh, L. A.	Missouri
Marshall Elma M.	Minnesota
Mason, Martha	Arkansas
Newton, Mary	Oklahoma
McCaughey, Annie	Oklahoma
McCaughey, Loraine	Oklahoma
McFarland, Bessie M.	Oklahoma
McMillan, Irma	Oklahoma
McQuilkin, Charles F.	Oklahoma
Messall, Frank	Oklahoma
Mills, Jessie A.	Oklahoma

Mills, Ralph J.	Oklahoma
Mundel, Ethel	Oklahoma
Noble, Virgie	Oklahoma
Page, Claudia Z.	Ohio
Palmer, Temple	Texas
Parliman, Frankie B.	Oklahoma
Pinkerton, Verna	Oklahoma
Place, Fred E.	Oklahoma
Purmort, Mary	Oklahoma
Reed, Martha F.	Oklahoma
Rehorn, William S.	Oklahoma
Rowe, Fred	Illinois
Richards, Charles	Oklahoma
Rude, Hester	Oklahoma
Rundle, Alma	Oklahoma
Sater, Viola	Oklahoma
Schneider, Pauline	Oklahoma
Sears, Merle G.	Oklahoma
Shenk, Edith C.	Oklahoma
Shirley, Emma	Oklahoma
Shoemaker, Julia	Oklahoma
Simons, Mary	Oklahoma
Simpson, Cleophas	Oklahoma
Smith, C. Clyde	Oklahoma
Smith, Mart Gary	So. Carolina
Snapp, Lela I.	Kansas
Snapp, Lloyd	Kansas
Soper, Hazel	Oklahoma
Spalding, Ritter	Oklahoma
Stebbins, Bernice	Oklahoma
Taylor, Maurice	Oklahoma
Tharp, Charles A.	Texas
Thomas, Lulu	Oklahoma
Trent, Lellia	Oklahoma
Underkoffer, Lily	Oklahoma
Vincent, Daisy	Oklahoma
Watson, Marion	Oklahoma
Wharton, Bessie	Oklahoma
Wheeler, Beatrice	Oklahoma

Wickizer, Iva	Oklahoma
Williams, Dixie	Oklahoma
Williams, Flora	Kansas
Wofford, Mattie	Oklahoma
Woodring, Ruby	Oklahoma
Triplett, Richard	Oklahoma
Turner, Mabel	Oklahoma

School of Oratory and Expression

Barley, Samuel H.	Oklahoma
Beardsley, Frank H.	Illinois
Biggs, James Q.	Missouri
Crain, Beatrice	Oklahoma
Crain James A.	Texas
Crew, James W.	Oklahoma
Davison, Emmett	Missouri
Edwards, Everett	Oklahoma
Evans, Fred	Oklahoma
Friend, Grover H.	Oklahoma
Funk, Charles H.	Louisiana
Ganoe, James A.	Iowa
Harmon, John H.	Oklahoma
Hyten, Letha G.	Oklahoma
Kirtley, Charles	Oklahoma
Lash, Frank	Oklahoma
McCaughey, Annie	Oklahoma
McCaughey, Loraine	Oklahoma
Melton, Henry	Oklahoma
Meece, Thomas J.	Missouri
Nelson, John N.	Kansas
Reese, William L.	Kansas
Roberts, Jr., W. S.	Louisiana
Rude, Lela	Oklahoma
Schenk, Elmer W.	Missouri
Shane, William L. E.	Texas
Simpson, Cleophas	Oklahoma
Smith, Andrew G.	Nebraska
Smith, L. Roy	Nebraska
Taylor, C. C.	Missouri

Taylor, Elbert A.	Missouri
Williams, Flora	Kansas
Woodard, George W.	Illinois
Woods, Harry M.	Kansas

School of Fine Art

Allen, Lloyd	Oklahoma
Atkins, Eleanor	Oklahoma
Atkins, Grace	Oklahoma
Black, Katie	Oklahoma
Blackman, Will M.	Oklahoma
Bowlin, Mable	Oklahoma
Charlton, Artie	Oklahoma
Charlton, Ettie	Oklahoma
Charlton, John	Oklahoma
Cook, Paul	Oklahoma
Dean, Ethel	Oklahoma
Gailey, Eva	Oklahoma
Hays, Everett	Oklahoma
Hays, Roy	Oklahoma
Kenyon, Lula G.	Oklahoma
Lovell, Lyman	Oklahoma
Maroney, Alberta	Oklahoma
Marshall, Elma M.	Minnesota
McMillan, Irma	Oklahoma
Peavey, Claude	Oklahoma
Ratliff, Jay	Oklahoma
Rude, Hester	Oklahoma
Russell, John	Oklahoma
Sears, Edna L.	Oklahoma
Sears, Merle	Oklahoma
Shenk, James Logan	Oklahoma
Shoemaker, Elsie	Oklahoma
Urban, May I.	Oklahoma
Wickizer, Iva	Oklahoma
Wolfe, Chester	Oklahoma

Department of Trained Nurses

(University Hospital)

Howell, Ida	Oklahoma
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Neff, Georgia	Oklahoma
Steiner, Ida	Oklahoma
Walsh, Mary	Oklahoma
Vina E. Bockoven	Oklahoma

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Total Number of Matriculates	474
Total Number of Different Students	312

*Including only those preparing for the ministries of the Church. Other students taking Bible work not counted.

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UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

ENID is an ideal location for a school. The general elevation of the country is about 1200 feet, giving us a fine, bracing atmosphere, highly advantageous to student life. Good water is had in abundance at from 30 to 50 feet. The lay of the country is beautiful in every direction, and the view from the campus magnificent; several towns and villages are in sight. Railroads reach out in ten different directions.

UNIVERSITY OF ILLINOIS-URBANA



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